The Effects of Systems-Centered Versus Individual-Centered Training on the Analysis of Organizational Problems

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THE EFFECTS OF SYSTEMS-CENTERED VERSUS
INDIVIDUAL-CENTERED TRAINING ON THE
ANALYSIS OF ORGANIZATIONAL PROBLEMS

by

Jane E. DeVries

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THE EFFECTS OF SYSTEMS-CENTERED VERSUS INDIVIDUAL-CENTERED TRAINING ON THE ANALYSIS OF ORGANIZATIONAL PROBLEMS

Jane E. DeVries, Ph.D.
Western Michigan University, 1994

This study analyzed the effects of systems-centered (S) training, individual-centered (I) training, and no formal training (C) on the ability to identify organizational problems. Three groups of 10-14 undergraduates participated. Subjects completed a pre-test that required analysis of 10 one-page vignettes describing some type of organizational problem. Each participant rated the quality of the vignettes to assess the amount of critical information presented, and identified the organizational problem, the rationale for targeting the problem, and questions that should be asked of the management to obtain more information.

Groups S and I received six hours of systems-centered training or individual-centered training, respectively. Group C received no formal training. All subjects completed a post-test similar to the pre-test but with different vignette scenarios. Results revealed that there were no differences between the groups based on the rating scale. However, social validation reports support some training effectiveness; the rules stated by subjects in groups S and I changed, reflecting concepts covered in training.
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Jane E. DeVries
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The effects of systems-centered versus individual-centered training on the analysis of organizational problems

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Western Michigan University, 1994

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CHAPTER I

INTRODUCTION

American companies spend a great deal of money every year on consultants to improve the functioning of their organizations, but how do they know if they have hired appropriately? How can an organization hire a consultant and be sure that the consultancy will be economically and functionally successful? Who is to say what methods are effective, which are better than others, and when? Is there any tangible evidence of benefit other than the consultant's word and references from other companies?

Management consultants come from a variety of disciplines and each has a unique method of analyzing organizational problems (Nees & Greiner, 1985). A wide variety of diverse programs, such as Total Quality Management (TQM) (Redmon, 1992), Statistical Process Control (SPC) (Deming, 1982; Redmon & Dickinson, 1987; Saunders & Saunders, 1994), Self-Directed Work Teams (SDWT) (Orsburn, Moran, Musselwhite, & Zenger, 1990; Scholtes, 1990), Organizational Development (Beer & Walton, 1987), Systems Analysis (Brethower, 1982; Gilbert, 1978; Krapfl & Gasparatto, 1982), Performance Management (Daniels, 1989), Management by Consequences (Brown, 1982), and other approaches have been implemented to improve performance in organizations.
However, there are little empirical data available to assist organizations in selecting the most beneficial method.

Further, although many books (Brown, 1982; Daniels, 1989, 1994; Deming, 1982; Gilbert, 1978; Frederiksen, 1982a; O'Brien, Dickinson, & Rosow, 1982; Orsburn et al., 1990; Rummler & Brache, 1990; Scholtes, 1990; Stolovitch & Keeps, 1990) and articles (Andrasik, 1989; Bergan & Tombari, 1976; Curtis & Zins, 1988; Eubanks, O'Driscoll, Hayward, Daniels, & Conner, 1990; Frederiksen, 1982b; Nees & Greiner, 1985; Redmon, Cullari, & Farris, 1985; Sink, 1992; Smith & Chase, 1990; Wood, Bandura, & Bailey, 1990; Zwindler & Miller, 1993) have been written on the practice of consulting, the advice provided is almost universally based on anecdotal reports of success or theoretical analysis. While important consultant behaviors have been described (Eubanks et al., 1990; Redmon et al., 1985) and courses abound to improve consulting success (Chase, Ellenwood, Munson, & O'Donnell, 1994), once again empirical validation of the advice provided is lacking. Thus, organizations, as well as those desiring to acquire effective consulting skills, are faced with an array of conflicting recommendations (Nees and Greiner, 1985).

Some have studied consulting skills and identified competencies which they believe predict consultation success. These skill areas include: (a) targeting the problem area correctly (Bergan & Tombari, 1976; Brown, 1982; Daniels, 1989; 1994; Frederiksen, 1982b; Gilbert, 1978; Smith & Chase, 1990); (b) interviewing skills (Bergan & Tombari, 1976; Curtis & Zins, 1988; Matarazzo & Patterson,
1986; Miltenberger & Fuqua, 1985); (c) use of objective forms of measurement (Brown, 1985; Daniels, 1989; Gilbert, 1978; Scholtes, 1990); and (d) plan development, implementation and problem solution (Bergan & Tombari, 1976; Curtis & Zins, 1988; Wright, Horlick, Bouchard, Mathieu, & Zeichner, 1977).

Enlisting the support of upper-level management and affected employees in implementation of an intervention also has been targeted (Scholtes, 1990), as well as the implementation of an intervention that has a high probability of survival after the consultant leaves (Zwindler & Miller, 1993).

While little empirical data exist regarding the skills that support consultant effectiveness and how best to teach such skills, three specializations within psychology practice provide some research that address these issues. These include school psychology, psychotherapy and behavior therapy, and organizational development or organizational behavior management. While many of the studies from these fields do not target consultation specifically, the results can easily be generalized to the field of consulting.

In the area of school psychology, two studies provide empirical support for specification and training of consultant skills. Bergan and Tombari (1976) examined skills pertinent to successful consultation and the outcome of school psychology training in an applied setting. These authors defined consultation in the following manner: "... services rendered by a consultant (e.g., school psychologist) to a consultee (e.g., teacher) who functions as a change agent with respect to the learning or adjustment of a client (e.g., child) or group of clients" (Bergan &
Tombari, 1976, p. 4). Three skills areas were measured: service efficiency, skill in application of psychological principles, and interviewing skills. The authors hypothesized that: (a) consultant efficiency was related to consultee willingness to implement the plan devised in consultation; (b) problem identification and plan implementation were most dependent upon the skill of the consultant in application of psychological principles; and (c) interviewing skills were associated with whether or not successful problem solution was achieved. In addition to measuring the three skill areas, the authors also examined the extent to which service efficiency predicted successful problem identification, the extent to which problem identification predicted successful plan implementation, and the extent to which both of the preceding predicted successful problem solution.

Of the children referred for psychological services, 248 participated in the study. Eleven psychologists, who served those clients, were trained in consultation skills. The psychologists were trained in the use of psychological principles useful in solving learning and adjustment problems, and effective communication skills to use with teachers and parents. The psychologists were taught to apply psychological principles as consultants in four stages: (1) problem identification; (2) problem analysis; (3) intervention; and (4) evaluation. Pre-test and post-test measures revealed that the subjects knew only 10% of the material prior to training but had mastered 95% after training. The training occurred during the summer, and the following academic year the psychologists implemented consultations in their communities.
As indicated earlier, service efficiency, skill in applying psychological principles, and interviewing skills were measured. Service efficiency was measured by: (a) the average time from referral to interview; and (b) psychologist caseload. Skill in application was measured by flexibility, with flexibility defined as the variety of psychological principles used. It was assumed that the broader the range of principles used, the more effective the consultant. Interviewing skills were measured from transcripts obtained from audio tapes of problem identification and problem analysis interviews where verbalizations were coded for message content, message process, and message control. Message content included the topics discussed, message process included types of verbal messages, and message control included demands for action on the part of the teachers and verbalizations that provided information to teachers.

The authors found that the most important consulting skill was targeting the problem correctly. Of the 248 cases examined, the problem was identified clearly in only 43% of the cases. Consultants who identified the problem correctly were the only ones who proceeded successfully with plan implementation and problem solution. It was also interesting to note that consultants who lacked the measured skills (service efficiency, application of psychological principles, and interviewing skills) were more likely to follow a course other than problem identification. Of the 248 cases, plan implementation was reached in only 31%, and problem solution achieved in 30%. In 97% of the cases where a plan was implemented, a feasible solution was obtained.
Curtis and Zins (1988) extended the results of Bergan and Tombari (1976) when they studied the effects of a specific approach to consultation training that included didactic methods, simulation exercises, and video-tape analyses. The primary goal of the study was to assess the effectiveness of a specific simulation-type consultation training in order to extend earlier research that found that simulation training resulted in a greater degree of consistency in trainee performance and in actual consultation behavior (Rieke & Curtis, 1981). Others have noted that simulation training improves consultation skill acquisition as well (Conoley, 1981; Gallessich, 1983). In addition to evaluating the effects of simulation training, the study by Curtis and Zins (1988) also examined the effects of instructor feedback on trainee acquisition of consultation skills. Subjects included 14 graduate students enrolled in a counseling and school psychology course. The 14 subjects were randomly assigned to one of two groups. All subjects received the same training which included didactic methods, simulation exercises, and video-tape analysis. Subjects in one group received instructor feedback during the simulation training, subjects in the other group did not. The study was similar to the Bergan and Tombari study (1976) in that all the subjects role-played the part of a client and the part of a therapist, and each video-taped consultation session was analyzed in terms of message control, message process, and message content, the measurement procedure developed by Bergan and Tombari. Pre- and post-test measures revealed that subjects in both groups improved their consulting skills in the areas of questioning, identification of specific problem behaviors, and
generation of solutions to the problems. There were no significant differences between subjects who received instructor feedback during the simulation training and those who did not.

From the area of school psychology we move to psychotherapy, which is similar to consulting in many ways. In order to develop an effective treatment plan, the therapist must target the problem and arrive at an accurate diagnosis. Once this is done, the treatment plan may be developed and implemented, leading to problem resolution. As in the area of school psychology, the consulting skills of clinical therapists are important and include: interviewing skills, social skills, problem identification, plan implementation, and problem solution (Hazler & Hippie, 1981; Matarazzo & Patterson, 1986; Wright et al., 1977).

It is interesting to note that much of the research on effective therapist skills is based on Bergan and Tombari (1976). While these researchers identified some of the skills necessary for successful consultation, psychotherapy researchers have investigated the effects of training those skills (Hazler & Hippie, 1981; Matarazzo & Patterson, 1986; Wright et al., 1977).

The methods used to train these skills are as varied as the theoretical backgrounds of the clinicians. Although all of the skills mentioned earlier have been identified as important, research has focused on training interviewing skills (Ivey, 1971; Iwata, Wong, Riordan, Dorsey, & Lau, 1982; Kanfer & Grimm, 1977; Matarazzo & Wiens, 1972; Matarazzo, 1978; O'Toole, 1977). Videotaping, instructor and/or supervisor feedback, role-playing, microconsultation, and
modeling are a few of the training strategies employed, along with a plethora of training packages (Matarazzo, 1978).

Management consultants have less empirical basis for their list of effective consultant behaviors but the preceding research in school psychology and psychotherapy can easily be generalized to the area of Organizational Behavior Management (OBM). Most of the management consultant literature consists of prescriptions borne from nondata-based analyses or opinion. For example, Nees and Greiner (1985) inform organizational clients of the vast variety of consultants, and discuss the pitfalls and advantages of hiring each type. They advise potential clients to consider the following four variables before hiring a consultant: (1) a clear description of the organizational problem, (2) current management style, (3) diversity in problem solving, and (4) including more than one individual when choosing a consultant. Unfortunately, two of the four (ascertaining the management style and diversity of problem solving) are not defined clearly enough to provide useful guidance. In the end, we do not know whether Nees and Greiner's advice is sound.

Similar to Nees and Greiner (1985), Bell and Nadler (1985) edited a guide for clients and consultants. The purpose of this text is to give clients a guide to various consultant services and give the consultants guidelines for practice. The text describes five steps necessary for the consultation process: initial contact, diagnosis of the most pressing problem, course of action, evaluation of action, and termination. Bell and Nadler also identify several intellectual and personal traits
required of successful consultants. The intellectual traits include: the ability to make dilemma analyses; special diagnostic skills; insight, perception, and intuition; the ability to assess organizational power and politics; and imagination. Personal traits include: professional attitude and behavior, a genuine desire to help the organization; tolerance for ambiguity; and, a stable personality. Once again empirical support is lacking for the influence of these factors.

Rather than focusing on the intellectual and personality characteristics required of effective consultants, Redmon et al. (1985) describe some important consultation phases which traverse mental health, organizational development, action research, and behavioral and ecological models. Their descriptions are based on research reports, case studies, and descriptions of consultation models, which were reviewed to identify elements critical to consultation effectiveness.

These authors identify nine important consultation phases: (1) planning, (2) entry, (3) diagnosis, (4) goal-setting, (5) implementation, (6) evaluation, (7) maintenance, (8) withdrawal, and (9) follow-up. The complete consultant-consultee interaction was addressed from the initial contact and acceptance of the contract to withdrawal and follow-up. Targeting the organizational problem was listed under diagnosis and consisted of (a) collecting data to verify and/or identify the problem; (b) assisting the consultee in defining the problem, suggesting alternative solutions and possible consequences, and devising an approach; and (c) assessing the consultee’s commitment to action. While the list of nine phases appears
comprehensive, it is not known whether all are necessary to ensure consultant success.

Eubanks et al. (1990) conducted behavioral event interviews to assess the behavioral competency requirements for organizational development consultants. Twenty-three organizational development (OD) practitioners, who were internal or external consultants employed in a variety of different types of organizations, participated in the study. Also, twenty-two client organizations, 10 private sector and 12 public sector, participated. The subjects were asked to describe five effective and five ineffective behavioral episodes which they had observed in the past twelve months. The subjects were requested to describe each event in terms of (a) the circumstances surrounding the event, (b) the specific behavior displayed by the consultant, and (c) the basis for identifying the event as effective or ineffective performance-related behavior. Analysis of the interview transcripts revealed fourteen classes of competency behaviors considered important by consultants and clients. The researchers summarized these results in terms of six categories which included: implementing the intervention, managing group processes, using data, contracting, using interpersonal skills, and maintaining the client relationship. Problem identification was classified under using data and all other categories were thought to influence this process, with the exception of implementation.

The preceding analysis provides a client-consultant perception of important consultant competence which is essential because the client's perception of consultant effectiveness influences all aspects of the consultant-consultee relationship.
relationship which, in turn, directly influences the consultant's success. However, as Eubanks et al. (1990) noted their study, as well as the previous research, have relied on subjective perceptions of effective and ineffective consultant behavior. Thus, further research needs to be done to provide more objective assessments.

As prior discussion indicates, while there is a wealth of books (Brown, 1982; Daniels, 1989, 1994; Deming, 1982; Frederiksen, 1982a; Gilbert, 1978; O'Brien, Dickinson, & Rosow, 1982; Orsborn, et al., 1990; Rummler & Brache, 1990; Scholtes, 1990; Stolovitch & Keeps, 1990) and discussion articles (Andrasik, 1989; Frederiksen, 1982b; Nees & Greiner, 1985; Smith & Chase, 1990; Wood et al., 1990; Zwindler & Miller, 1993) on management consulting, there are but a few empirically based studies (Bergan & Tombari, 1976; Curtis & Zins, 1988; Eubanks et al., 1990; Redmon et al., 1985). The present study was designed to examine one skill that has consistently been identified as important by researchers and practitioners alike; initial targeting of the organizational problem (Bergan & Tombari, 1976; Brown, 1982; Curtis & Zins, 1988; Daniels, 1989, 1994; Frederiksen, 1982b; Gilbert, 1978).

Targeting the problem is called "pinpointing" by many in the field of OBM (Brown, 1985; Daniels, 1989; Gilbert, 1978). While the term pinpointing is not used by Bergan and Tombari (1976), they list problem identification to be the most important skill of the school psychologist based on their research. Without accurate targeting, diagnosing, or pinpointing of the organizational problem, one cannot hope to implement a plan or solve an organizational dilemma.
Since accurately targeting organizational problems appears to be accepted as critical, it seems important to determine how to accomplish this. Organizational Behavior Management provides one framework for identifying organizational problems. This approach is based on behavior analysis and, consistent with the experimental emphasis of this field, many OBM interventions have been validated empirically.

OBM interventions have been successful in a variety of arenas including the public (Nordstrom, Hall, Lorenzi, & Delquadri, 1988; Redmon & Wilk, 1991) and private sector (Merwin, Thomason, & Sanford, 1989; Redmon & Agnew, 1991). Further, behavioral interventions have been effective in the areas of education (Greenspoon, 1991), safety (Sulzer-Azaroff, 1982), health care (DeVries, Burnette, & Redmon, 1991), correctional facilities (Ellis, 1991), as well as others (Daniels, 1989; Poling, Smith, & Braatz, 1993). While it is important to implement interventions which promote behavior change, this is difficult (if not impossible) without accurately targeting organizational problems. In order for OBM interventions to be successful, behavior change must be tied to important organizational outcomes (Frederiksen, 1982b).

OBM offers a solution to the problem of what methods are necessary to ensure accurate assessment of organizational problems. The OBM approach to conceptualizing organizational problems offers multiple advantages including: (a) a basis in science; (b) validation of interventions that have been repeatedly successful in a multitude of organizational environments; (c) focus on individual
behavior and the effects on the organization; (d) focus on the organizational environment and its effects on the individual and the organization as a whole and; (e) conceptualizing problems within a systems model which describe the effects of changes in all parts of an organization, rather than one or two of its components in isolation. The following section provides an overview of the field of OBM and discusses the benefits of this approach in identifying, and ultimately solving organizational problems.

The Field of Organizational Behavior Management

The field of OBM can be described in terms of a continuum from individual-centered to systems-centered analyses. Behavioral management consultants, performance managers, behavioral industrial/organizational psychologists, behavior analysts, and behavioral systems analysts are all included in the field of OBM. The following sections summarize some of the main works in OBM, all of which are based on the experimental analysis of behavior and its applied derivative, applied behavior analysis. First, I will cover individual-centered approaches, then methods of bridging the gap between individual-centered and systems-centered approaches, and finally, systems-centered analyses.

Individual-Centered Approaches

Managing Behavior on the Job (Brown, 1982) is representative of the individual-centered end of the continuum and speaks to an audience with a
minimal behavioral repertoire, but grounded in scientific behavioral principles. Brown suggests that organizations (employees, managers, supervisors, and executives) use consequences to manage behavior. Brown developed an influence model to change behavior, and ultimately, organizations, naming this model "Management by Consequences (MBC)." In the book, the MBC model is presented and derived from the principles of operant conditioning. The five steps of MBC include pinpointing, tracking, analyzing, changing, and evaluating. The first step, pinpointing, involves targeting the problem accurately. Brown defines pinpointing as "the skill of describing someone's performance (including your own) in specific measurable terms" (Brown, 1985, p. 23).

Each of the five MBC steps is covered in detail. The text also provides instructions for analyzing performance via an Antecedent-Behavior-Consequence (ABC) analysis, along with advice on how to alter behavior based on that analysis. Examples and descriptions of decreasing inappropriate behavior and encouraging new behavior are provided to illustrate the application of the MBC steps and ABC analysis. Brown closes his work with case studies and actual research projects that have applied these principles successfully in various businesses. He also includes sample worksheets that can be used by readers to practice some of these interventions with their own organizational problems.

Aubrey Daniels (1989) wrote Performance Management which is similar in composition to Paul Brown's text (1982), but elaborates on behavioral principles by providing more examples, graphs and tables, and using more technical language.
to describe behavioral principles. Daniels provides an overview of performance management (PM), its value to organizations, and presents seven steps for conducting an ABC analysis. The main focus of Performance Management is on the use of positive reinforcement to change and maintain behavior. Daniels provides great detail on all aspects of reinforcement. He defines reinforcement, describes different types of potential reinforcers, suggests how to choose appropriate reinforcers, discusses reinforcement schedules, and provides guidelines for the delivery of reinforcers. In addition, Daniels covers topics untouched by Brown: performance feedback, construction of feedback graphs and goal-setting. The text provides an excellent and detailed overview of performance management with many practical examples of how the principles can be implemented. The text is also designed to be used with an optional work book that provides for further practice by students and group leaders.

Similar to Brown (1982), Daniels uses the term "pinpointing" when referring to targeting a performance problem. He also devotes an entire chapter to choosing the right pinpoint, emphasizing the importance of targeting the problem "within the context of the mission of a job." Daniels defines the mission as the process of identifying a job's most important result. Daniels' definition of pinpointing expands upon Brown's (1982) but both restrict the pinpointing process to the individual job.

Bringing Out the Best in People is Daniels' (1994) latest book where he covers many of the same principles covered in Performance Management (Daniels,
but in a more user-friendly and less textbook-oriented style. This book includes issues and buzzwords that are pertinent to the current business world. Daniels compares and contrasts performance management with other management strategies. The text is divided into five parts. Part one covers the perils of traditional management. Part two focuses on the power of positive reinforcement which includes many of the behavioral principles covered in Performance Management (Daniels, 1989), such as the ABCs of PM, positive reinforcement, extinction, punishment, and delivery of positive reinforcement. Part three is devoted to the scientific approach to leadership which elaborates on principles that have been scientifically supported rather than common-sense oriented. Part four describes how to translate good intentions into actual high performance and includes sections on goal-setting, teams, empowerment, downsizing, compensation, performance appraisal, and recognition and reward. These concepts are described in behavioral terms and operationalized to make them useful for improving productivity and supporting the ultimate success of the organization. Part five considers ways of revitalizing the workplace and the roles of executives in these endeavors. In parts four and five, Daniels moves away from an individual-centered perspective and focuses on the organization as a whole.

Latham (1982) also provides assessment techniques for analyzing the behavior of individuals in an organizational setting. Latham summarizes various assessment techniques that enhance human resources, leading to a more productive and more successful organization. In his review, Latham considers the pros and
cons of three types of assessment: traits, economic indexes, and behavioral assessment. Latham focuses on behavioral assessment, and he describes job analysis and other applications of behavioral techniques in the areas of selection, performance appraisal, interactions with the public, training, and motivation. These assessment techniques focus on individual behaviors and their contribution to the organization.

The next section will provide the reader with summaries of articles or texts which encompass both individual-centered approaches and systems-centered approaches. This section merges behavior analysis with organizational systems analysis in an effort to bridge the gap between the two.

Bridging the Gap

*Industrial Behavior Modification: A Management Handbook* (O'Brien, Dickinson, & Rosow, 1982) provides detailed descriptions of practical applications of OBM and techniques derived from the principles of behavior analysis. The text is divided into five parts, with the first three focusing on managing the behavior of the individual. Part one includes an introduction to industrial behavior modification (IBM) which is defined as application of behavioral principles to the workplace. The introduction covers general issues including productivity, performance measurement and evaluation, contingency contracting, the Premack principle, and examples of practical applications of these principles.
Part two deals with sales including topics of sales management, sales behavior, and application of sales techniques. Part three is devoted to personnel and focuses on areas of attendance, tardiness, job-related stress, preventive maintenance, unemployment, and outplacement.

While parts one through three fall under the category of individual-centered behavioral approaches to organizational problems, parts four and five fit within a systems-centered approach or, at the very least, help to bridge the gap between individual and systems approaches since they are devoted to broader organization-wide applications and perspectives. This text traverses the entire continuum of OBM from individual-centered to systems-centered perspectives and offers the reader perspectives in both areas.

The Handbook of Organizational Behavior Management (Frederiksen, 1982a) provides another valuable resource for those interested in viewing organizational analysis from an OBM points of view. The text is divided into four parts covering OBM topics such as theoretical analyses, techniques for assessment and analysis, techniques for behavior management, and applications. This text also covers both ends of the continuum.

Chapter two (Krapfl & Gasparatto, 1982) examines both behavior analysis and systems analysis in detail and discusses how these two perspectives can be merged to form behavioral systems analysis. Krapfl and Gasparatto (1982) describe the most salient features of behavioral systems analysis as: (a) a focus on behavior; (b) a focus on the organization’s environment; and (c) a functional analysis
comprised of an analysis of behavior and its influence on the organization's environment as it relates to the purpose or mission of the organization. These themes are projected throughout the OBM Handbook (Frederiksen, 1982a).

The behavioral perspective's contribution to the merger is threefold: (1) practicality, objectivity, and a results orientation; (2) scientific basis and experimental validation of behavioral principles; and (3) focus on people. The systems perspective contributes more comprehensive analyses that focus on the interaction between the organization and its external environment, and the interaction of the organization's internal components.

Clearly, this chapter bridges the gap between the individual-centered approach and the systems-centered approach, focusing on how the two work together. The common element of the two perspectives is the use of a functional analysis. Behavioral systems analysis merges the focus on individual behavior analysis and the impact of collective behaviors on the overall system. This combination of both levels allows for a more accurate targeting of organizational problems which, in turn, leads to more successful interventions by restricting the focus of those interventions to only those performances related to organizational success.

Malott and Garcia (1987) also provide a gap-bridging work in their presentation of "A Goal-Directed Model for the Design of Human Performance Systems." Their approach consists of a three-step process designed to reduce organizational behavior failure, and includes: (1) design of an idealized
organization with all of the components necessary to achieve the organization's ultimate goals; (2) evaluation of the functioning of the organization in order to target problem areas; and (3) changing the current organization so that it is more in line with the idealized model. They define behavioral systems analysis as "The analysis of behavioral systems, the design, evaluation, and modification of systems to help them accomplish their objectives, and attempt to find the ultimate objectives of the unorganized 'organization', and then to get it organized, to function as a smooth system with all the components working toward the same ultimate objectives" (Malott & Garcia, 1987, p. 133).

The authors further describe a goal-directed system as one where the ultimate goals of the organization are determined, followed by the intermediate goals, and finally the logistical goals. They present a detailed example of a goal-directed system along with thoughts on developing ultimate objectives and looking at the big picture of the organization. Criteria for good objectives are described including logical sequencing, accomplishment-based outcomes, and measurable results. This approach focuses on the ultimate goals and then on each step required to reach those goals. The goal-directed system is based on the merging of behavior analysis and systems analysis, and provides an excellent description of how the two can be integrated to create effective performance and organizational success.
Systems-Centered Approach

The Total Performance System described by Brethower (1982) examines the big picture of the organization beginning with what the organization is supposed to accomplish. This work is an excellent example of the systems-centered approach because it is clear, concise, and understandable to those who are not familiar with a behavioral approach. Brethower describes how behavioral principles can be used to solve organizational problems, stating that although the principles are simple, it is difficult to implement them in an effective manner because of the complexity of organizations. Brethower's approach requires that organizational complexity be identified first, including specification of all the outside systems and the way they interact with the organization, and specification of all of the organization's internal subsystems and the way they interact with one another. Once these components are identified, behavioral principles can be implemented to affect overall outcomes. Brethower stresses assessment of outputs rather than individual behaviors when he states, "Performance is valuable because it accomplishes things, not because it makes us look busy" (Brethower, 1982, p. 360).

According to Brethower, the Total Performance System relies on job models that identify the most important aspects of jobs "from the CEO on down" (Brethower, 1982, p. 362). Within the Total Performance System, job models enable consultants to identify organizationally-important performances. Once this is accomplished, behavioral principles can be used to enhance the desired
performance in the context of organizational goals. Brethower refers to the Total Performance System (or the big picture) as 'total' for the following reasons: (a) it identifies the critical features of a job so both performer and boss know what is being accomplished; (b) it provides a common format or perspective for modeling all the complex jobs in an organization; (c) it clarifies the interlocking nature of jobs, defines boundaries of responsibilities, and allows for coordination of managerial accomplishments; (d) it serves as a method of analysis for identifying organizational function and developing a description of each division, department and job; and (e) each description provides management and employees the means to perform beneficially, both personally and organizationally.

Rummler and Brache (1990), in their book Improving Performance: How to Manage the White Spaces on the Organizational Chart, present a three-level framework for organizational analysis. The text is divided into three parts. Part one emphasizes a framework for improving performance that focuses on organizations as systems and introduces the three levels of performance: organization, process, and job/performer. Part two details each of the three levels of performance, and part three zeros in on application at all three levels. Rummler and Brache also present a case study that they use to demonstrate the use of the principles to target organizational problems and implement strategies to improve the organization. The last chapter of the text describes a three-step process for implementing a three-level project. The authors provide the reader with examples of organizations that...
have used these principles effectively and provide sample materials that the reader may use in his/her own organizational analysis.

Another systems-centered advocate, Thomas Gilbert (1978), provides a detailed analytical model, techniques, and practical examples in his noted text Human Competence. This text first describes how management and workers spend most of their time doing things the hard way and, ultimately, the least productive way. He then explains how to do things the easy way and be more productive. His text is divided into four parts. The first covers several "leisurely theorems" (how to make hard jobs easier and more effective). This part also contrasts accomplishments and behavior, and covers the importance of measurement. The behavior engineering model (BEM) is presented as an assessment technique used to determine the causes of poor performance by analyzing the relationship between the individual and the environment in terms of the effectiveness of information, instrumentation, and motivation. The BEM can be used effectively with individual performers and/or departments with like jobs or tasks.

Part two covers the performance matrix which consists of six different levels or perspectives one can use to analyze an organization’s success or failure. The levels include philosophical, cultural, policy, strategic, tactics, and logistics. Gilbert maintains that each level must be considered in order to accurately identify organizational problems. After describing the performance matrix, Gilbert goes on to give examples of how to use it to troubleshoot performance.
Part three details the three organizational levels that are most pertinent to organizational success including policy, strategy, and tactics. It is at the policy level where the overall mission of the organization is formulated. According to Gilbert, a statement of the ultimate goal of the organization is one of the most important steps to take before targeting organizational problems and identifying possible solutions. Gilbert describes the mission as the one overall purpose of the organization and recommends that it be stated precisely. He uses the ACORN test to assess the quality of the mission statement. The letters of the ACORN represent questions including: (a) A-is it an accomplishment?; (b) C-Does the organization have control over the mission?; (c) O-Is it truly an overall objective?; (d) R-Can it be reconciled to other goals of the organization?; and (e) N-Can you put a number on it or can it be measured? According to Gilbert if one can answer "yes" to all of these, then the statement of organizational purpose is truly a mission statement. Missions also can be stated for departments, jobs, and individuals. Finally, part four of this text delves into the theoretical basis for Gilbert's analysis of human competence.

While this text is the most thorough of the systems texts and provides many practical and entertaining examples, the material is often complex and requires interpretation. The espoused philosophy is easy to adopt but, while very effective, the text material often demands time and effort to understand.

Smith and Chase (1990) made some of Gilbert's performance matrix model more user-friendly in their development of the Vantage Analysis Chart (VAC) for
solving organization-wide problems. The VAC consists of six levels: philosophical, social, organizational, departmental, individual outcomes, and individual activities. They describe each level of the VAC and provide questions a consultant might use to assess any given area. Smith and Chase suggest that consultants help clients understand three concepts: (1) the different levels of vantage, (2) the necessity of examining all levels, and (3) the need for explicitly stating the perspective of each level. They maintain that these concepts help to optimize the probability of understanding different points of view.

The purpose of the VAC is multifaceted, allowing consultants to: (a) meaningfully organize data; (b) describe formal and informal statements made at each level of vantage to clarify employees understanding of the organization; (c) describe the value of organizational achievements; (d) identify discrepancies between, within, and across levels and/or individuals; and (e) design interventions (since organizational problems are targeted in a manner consistent with the organization as a whole).

While OBM spans the continuum of specific to general, and individual to systems, the wisest approach is to always consider any organizational problem in context. Whether this be in the context of a small business, large organization, or an entire country, system influences need to be analyzed, including outside influences as well as those within the system. The individual is important, but only when the individual is viewed within the context of the organization can the mutual benefit to both person and organization be realized. For if behavioral
principles are implemented without consideration of the context in which they are applied, one may win the battle, but lose the war. It is impossible for the individual to be successful personally and organizationally if the organization fails. Therefore targeting organizational problems accurately increases the probability of success for the system and the individual who is part of that system.

The previous pages have shown that initial targeting and diagnosis of organizational problems are critical to the success in consulting or therapeutic processes, but little information has been provided on how this skill can be trained or refined. While many critical consulting skills have been described, neither the consulting literature nor the behavioral systems analysis literature describe how to teach people to apply these skills. Both describe what must be done only on a general level. In this context, the present study was designed to extend research on applications of performance management by examining methods of training diagnostic and targeting skills. Subjects were given one-page vignettes that depicted problem situations imbedded in descriptions of early contacts with organizations in need of consulting services. They were asked to judge the quality of the information for use in targeting organizational problems before and after training. The vignettes simulated actual organizational cases and were used in training due to the consistency in skill acquisition when simulation type training is implemented (Conoley, 1981; Gallessich, 1983; Rieke & Curtis, 1981). Two types of training were examined. One group was provided training in behavioral systems analysis. A second group received training in individual-centered methods. A third
group received no training and served as a control group for environmental factors. It was assumed that training in either the systems or individual approach would produce better targeting skills than no-training control conditions. Further, it was assumed that the systems-centered training would be superior to the individual-centered training as claimed in the literature.
CHAPTER II

METHOD

Subjects

Subjects included 35 undergraduate students who (a) had completed an introductory behavioral psychology course, (b) obtained a score of 90% or greater on a basic three-term contingency knowledge quiz (See Qualification Quiz in Appendix A), and (c) had no formal training in organizational analysis. A total of 46 subjects qualified for the study, but eleven withdrew for various reasons. Subjects were given the option of obtaining one credit hour of Psychology upon completion of the project and 33 of the 35 subjects elected to do so. Students also were presented with a certificate in performance management training once they had completed training sessions and responded to each measure. The study received approval from Western Michigan University’s Human Subject Institutional Review Board (Appendix B) and subjects signed an informed consent document prior to participation (Appendix C).

Setting

The study took place at a midwestern university in classrooms used by the psychology department. The rooms were arranged so that all subjects in the
training group were able to sit around a large rectangular table. Refreshments were provided to simulate an atmosphere that one might find in management training seminars.

Materials

As indicated earlier subjects analyzed two sets of vignettes. The first set of vignettes were analyzed prior to training and the second set after completion of training. The vignettes were written to mimic information a consultant might be given when making an initial diagnosis of organizational problems. The vignettes were constructed by the author by writing a scenario, where the setting was some type of organization or business with performance problems. Each vignette was limited to one full page, single-spaced and consisted of 40-44 lines. Copies of the vignettes can be found in Appendix D.

The content of the vignettes was based on the analysis of Gilbert (1978) and Rummler and Brache (1990). According to these authors, events within the organization can be characterized as occurring at one of three levels of generality: (1) policy (organization), (2) strategy, and (3) tactics (individual duties). Policy was defined as the statement of the mission of the system (company, business, organization, etc.) that meets the following ACORN criteria:

A: Is it an Accomplishment and not a description of behavior? If the mission has been described in behavioral terms, then it has not been identified. C: Do those assigned the mission have primary Control over it? Or does good performance typically depend on others? O: Is it a true Overall Objective, or merely a subgoal? R: Can this mission be Reconciled with other goals of the institution, or is it incompatible with them? N: Can
a Number be put on it--can it be measured?” If one can answer yes to each of these questions then the mission statement is truly a mission (Gilbert, 1978, p. 151).

Strategy was defined as any plan that is made in order to realize the mission of the organization. Tactics included the individual level, the actual job or job performer and his/her tasks. Other information was defined as any information which did not fit into one of the three categories: policy, strategy, or tactics.

The vignettes were divided into two groups of ten, so that each set had the same number and type of vignettes. For example, each set would have one vignette composed of only policy information, another composed of half policy and half strategy, another with a mix of policy, strategy, and tactics; and so forth. One set was used for the pre-test, the other set for the post-test. Prior to the study, two independent judges evaluated the composition of the vignettes in terms of policy, strategy, tactics, and other information. When disagreement occurred, the vignettes were revised.

Independent Variable

Subjects were randomly assigned to one of the three experimental groups: Systems-Centered (S), Individual-Centered (I), and Control (C). Each subject participated in four, three-hour training and assessment sessions.

The independent variable was the type of training. Each subject was exposed to only one of three types of training. The systems-centered group received training based on the book, Human Competence (Gilbert, 1978). This
group received training in two, three-hour sessions, and a third one half-hour
session. The first session covered chapters one through three of Gilbert's book,
which included: defining and measuring performance, the behavior engineering
model, and practice in measuring performance. Session two included chapters four
and five of Human Competence (Gilbert, 1978): the performance matrix and
troubleshooting performance.

The individual-centered group received analytical training based on the
book Managing Behavior on the Job (Brown, 1982). Session number one was
based on chapters one through three which included an overview of behavior and
its consequences, the five steps of management by consequences and pinpointing
performance. The second session was based on chapters four through six which
included tracking, analyzing human behavior, how to conduct an A-B-C Analysis,
and how to conduct a Balance of Consequence (B-O-C) Audit.

The control group received no formal training until after the study had been
completed. Training was provided after the study to allow all subjects to benefit
from training and to allow subjects in the control group to receive one credit hour
of Psychology and a training certificate.

Dependent Variables

Several measures were used to assess changes in learning and sensitivity to
organizational issues. These are described below.
Vignette Ratings/Response

Following random assignment to groups and again following training each subject read ten, one-page case vignettes. The pre- and post-training vignettes were different in content. Each vignette required four responses including: (1) assessment of the quality of information presented using a 5-point Likert scale; (2) written identification of the organizational problem or problems; (3) a written rationale for the problem(s) identified; and (4) a list of questions the subjects would ask the managers of the fictitious organizations if they were given the information that was critical with respect to identifying the organizational problems. On this scale: 1 = 80-100% of the information was critical; 2 = 60-80%; 3 = 40-60%, 4 = 20-40%; and 5 = 0-20%. A subject’s total composite score for each set may range from 10 to 50. Critical information was thought to encompass three variables: information which was present in the vignette, information that was missing from the vignette, and information that was noncritical in the vignette.

Outcome Measures for Training After Each Session

A 10-point, multiple choice, fill in the blank, or short-answer quiz was administered during the last 10 minutes at each training session to assess whether the main points were mastered by the subjects. Subjects were required to pass each quiz at 90% correct in order to go on to the next session. Subjects who scored less than 90% were required to attend an additional 15-minutes of lecture, followed by
a 10-point alternative form quiz. Only one subject from the Individual group had to take the remedial quiz and this occurred during the second training session.

Subject Satisfaction and Debriefing Questionnaire

After training was completed and outcome measures were obtained, subjects were given a questionnaire to: (a) assess their perceptions of the study, (b) obtain their views of the training, (c) determine what rules they used to analyze the vignettes before and after training, and (d) solicit any other comments subjects may have regarding the study. The satisfaction and debriefing questionnaire is provided in Appendix E.

Design

A between-groups design with three groups and one repeated measure was used. The 46 qualifying subjects were randomly assigned to the Systems-Centered training group (S), the Individual-Centered training group (I), and the nontraining Control group (C). Two of the three groups received training in systems analysis or individual level analysis. The Control group received no formal training.

Initially, 15 subjects participated in groups S and C, while 16 subjects participated in group I. However prior to the training sessions 4 subjects withdrew from the S group, 2 from the I group, and 5 from the C group. Thus, 11 subjects formed the S group, 14 formed the I group, and 10 formed the C group.
Subjects in all groups assessed two sets of vignettes, one set prior to training and the other set after training. The C group assessed the two sets of vignettes at one month intervals, with no training. Both the S and I groups met four times, once for the pre-experimental session, two times for the training sessions, and once for the analysis of the last set of vignettes.

Procedures

Pre-experimental Session

Potential subjects were asked to attend a pre-experimental session during which they completed the qualification quiz. If they passed the quiz with 90% or greater, they were asked to read and sign an informed consent document if they were interested in participating in the study.

Subjects were provided with written instructions on how to assess the vignettes. The written instructions can be found in Appendix F. Appendix G includes the written instructions given to subjects after they completed training. These instructions were also repeated audibly to ensure subject understanding. All subjects took whatever time required to complete the assessments. Subjects completed the assessments in 90-240 minutes.

Training

The structure of each training session was similar for both training groups. Table 1 provides the structure of training sessions. Systems-Centered training
## Table 1

Session Structure Table

<table>
<thead>
<tr>
<th>Group</th>
<th>Session #</th>
<th>Component</th>
<th>Length</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems Centered</td>
<td>1</td>
<td>Selection</td>
<td>5-15 min</td>
<td>Selection Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consent</td>
<td>5-15 min</td>
<td>Informed Consent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre-Test</td>
<td>90-150 min</td>
<td>Vignette Analysis #1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Lecture Practice</td>
<td>120-150 min</td>
<td>Workshop on Systems Models.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review Quiz</td>
<td>15-30 min</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Lecture Practice</td>
<td>120-150 min</td>
<td>cont.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review Quiz</td>
<td>15-30 min</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Review Post-Test</td>
<td>15-30 min</td>
<td>Vignette Analysis #2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Completion</td>
<td>90-150 min</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10 min</td>
<td></td>
</tr>
<tr>
<td>Individual Centered</td>
<td>1</td>
<td>Selection</td>
<td>5-15 min</td>
<td>Selection Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consent</td>
<td>5-15 min</td>
<td>Informed Consent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre-Test</td>
<td>90-150 min</td>
<td>Vignette Analysis #1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Lecture Practice</td>
<td>120-150 min</td>
<td>Workshop on Individual Centered Models.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review Quiz</td>
<td>15-30 min</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Lecture Practice</td>
<td>120-150 min</td>
<td>cont.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Review Post-Test</td>
<td>15-30 min</td>
<td>Vignette Analysis #2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Completion</td>
<td>90-150 min</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10 min</td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>1</td>
<td>Selection</td>
<td>5-15 min</td>
<td>Selection Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consent</td>
<td>5-15 min</td>
<td>Informed Consent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre-Test</td>
<td>90-150 min</td>
<td>Vignette Analysis #1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Post-Test</td>
<td>90-150 min</td>
<td>Vignette Analysis #2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Training</td>
<td></td>
<td>Post-Study Training</td>
</tr>
</tbody>
</table>

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consisted of three, three-hour sessions. Sessions were held once a week for three consecutive weeks. The material was based on Thomas Gilbert’s (1978) book *Human Competence*. Subjects were taught to: (a) assess and define the mission of an organization and; (b) identify behaviors necessary to correct organizational problems in one area without adversely affecting another area. Subjects were instructed in the purpose and implementation of the ACORN test (Gilbert, 1978) to assess the adequacy of the mission statement. Individuals in this group were given the opportunity to practice these principles during the sessions. Table 2 provides an outline of the training received by the S Group.

The Individual-Centered training group received training based on Paul Brown’s (1982) book *Managing Behavior on the Job*. These subjects were taught: (a) that behavior is maintained by its consequences; (b) how to analyze behavior in terms of antecedents and consequences; and (c) how to change behavior by altering the antecedents to behavior. Time was given to practice these techniques during the sessions. Table 3 provides an outline of the training received by the Individual-Centered Group.

The Control Group received no formal training, but completed the same dependent measures as Groups S and I. Control subjects completed pre-test measures and, one month later, completed post-test measures. They were contacted two days prior to their scheduled post-test session to confirm their attendance. Following completion of post-test measures, subjects from this group received individual-centered or systems-centered training in order to obtain one credit hour.
Table 2
Content of Systems-Centered Training Sessions

<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>- Qualification quiz, signing of informed consent document, analysis of ten, one-page vignettes (set # 1).</td>
</tr>
<tr>
<td>Session 2</td>
<td>- Introduction to training, expectations for student subjects, and definition of student participation.</td>
</tr>
<tr>
<td></td>
<td>- Accomplishment versus behavior, Mr. Quick &amp; Mr. Sloe, exercises covering accomplishment versus behavior.</td>
</tr>
<tr>
<td></td>
<td>- Identification of accomplishment for three jobs: fast food server, university professor, and manager of lawn service.</td>
</tr>
<tr>
<td></td>
<td>- Identifying the big picture, and mission of the organization.</td>
</tr>
<tr>
<td></td>
<td>- Mission identification exercises and the ACORN.</td>
</tr>
<tr>
<td></td>
<td>- Starting your own business by writing a mission statement.</td>
</tr>
<tr>
<td></td>
<td>- Review of important features of the session, question and answer period.</td>
</tr>
<tr>
<td>Session 3</td>
<td>- Reviews of missions developed by students.</td>
</tr>
<tr>
<td></td>
<td>- Performance matrix, strategies and tactics.</td>
</tr>
<tr>
<td></td>
<td>- PIPs and PIP exercises.</td>
</tr>
<tr>
<td></td>
<td>- Developing strategies and tactics for your own business.</td>
</tr>
<tr>
<td></td>
<td>- Putting it all together.</td>
</tr>
<tr>
<td></td>
<td>- Review of important features of the session, questions and answer period, ten-point quiz.</td>
</tr>
<tr>
<td>Session 4</td>
<td>- One-half hour review of sessions 1 and 2; missions accomplishments, strategies, tactics, performance matrix, and troubleshooting performance.</td>
</tr>
<tr>
<td></td>
<td>- Analysis of ten, one-page vignettes (set # 2).</td>
</tr>
<tr>
<td></td>
<td>- Completion of social validation questionnaire, and presentation of performance management training certificate.</td>
</tr>
</tbody>
</table>

of Psychology and to receive a training certificate. Table 4 provides an outline of the training received by the Control Group after the study.
Table 3

Content of Individual-Centered Training Sessions

<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>-Qualification quiz, signing of informed consent document, analysis of ten, one-page vignettes (set #1).</td>
</tr>
</tbody>
</table>
| Session 2 | -Introduction to training, expectations for student subjects, and definition of student participation.  
-Introduction to MBC.  
-Labeling and labeling exercises.  
-Pinpointing and tracking, group exercises covering pinpointing and tracking.  
-Why people behave the way they do and introduction to the ABC Analysis.  
-Review of important features of the training session, question and answer period and ten-point quiz. |
| Session 3 | -Completion of ABC Analysis and practice analyze-change-evaluate.  
-B-O-C Audit and B-O-C Audit exercises.  
-Solving your own problems with ABC Analysis and B-O-C Audit.  
-Review of important features of the session, questions and answer period, and ten-point quiz. |
| Session 4 | -Review of important features of sessions 2 and 3, five steps of MBC, labeling, ABC Analysis of ten, one-page vignettes (set #2).  
-Completion of social validation questionnaire and presentation of performance management training certificate. |
### Table 4

**Content of Control Group Training Sessions**

<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Qualification quiz, signing of informed consent document, analysis of ten, one-page vignettes (set # 1).</td>
</tr>
<tr>
<td>Session 2</td>
<td>Analysis of ten, one-page vignettes (set # 2), schedule for training sessions in group 1 or 2.</td>
</tr>
<tr>
<td>Session 3</td>
<td>Same as Session 2 for Groups' 1 or 2.</td>
</tr>
<tr>
<td>Session 4</td>
<td>Review of important features of training sessions.</td>
</tr>
<tr>
<td></td>
<td>- Completion of social validation questionnaire and presentation of performance management training certificate.</td>
</tr>
</tbody>
</table>
CHAPTER III

RESULTS

Intervention Integrity

Of the 35 subjects, only one subject from group two failed to pass a session quiz with a score of 90% or greater. This subject obtained a score of 75% and stated he was confused regarding some of the principles stated in the training session. His difficulties revolved around the B-O-C Audit. This material was reviewed with the subject, a new sample was presented, and a second quiz was given. The subject was able to pass this quiz with a score of 90%.

Vignette Ratings

The results of the rating scale were analyzed statistically in three different ways: (1) descriptively, consisting of measures of central tendency, variability, and standard deviations; (2) chisquare analysis of gain scores, computed from the difference between cumulative pre-test and cumulative post-test scores; and (3) analysis of covariance, computed from the means of cumulative scores for each group.

The overall means for composite scores for pre- and post-test composite scores are displayed in Table 5 and graphically in Figure 1. Composite scores for
the vignettes were obtained by summing each of the ten vignette ratings for each subject by group. This resulted in two scores for each subject: score one was the sum of the pre-test ratings and score two was the sum of the post-test ratings. This was acceptable since both sets of vignettes were composed of the same types of material including policy, strategy, tactics, and other information. As can be seen from Table 5 and Figure 1, the mean rating of subjects in the S group remained relatively unchanged from pre- to post-test, while the mean rating of the subjects in the I and C groups increased slightly.

Figure 2 graphically depicts the gain scores for the subjects in each group. Considerable between-subject variability was observed for all three groups, with one-fourth of the subjects in each group obtaining negative gain scores, while the rest remained unchanged or obtained positive gain scores. Groups S and C showed similar ranges on the gain scores, -11.0 to 8.0 and -8.0 to 9.0, respectively (See Figure 2), while group I showed a larger gain score range (-21.0 to 14.5). Finally, standard deviations associated with the three groups increased slightly for groups S and I from pre- to post-test and decreased slightly for group C.

If subjects had acquired skills that made them more effective in analyzing organizational problems, their ratings should have shown an increase from pre- to post-test. Most of the information written in the vignettes was based on the subjective interviews, and the information which would require further validation in order to reliably identify organizational problems. Variability and standard deviations associated with those rating should have decreased.
Table 5
Descriptive Statistics

<table>
<thead>
<tr>
<th></th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems Centered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Means</td>
<td>25.23</td>
<td>24.86</td>
<td>-.37</td>
</tr>
<tr>
<td>Range</td>
<td>19.0-34.0</td>
<td>19.0-32.0</td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>4.54</td>
<td>4.72</td>
<td>+.18</td>
</tr>
<tr>
<td>Individual Centered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Means</td>
<td>24.29</td>
<td>26.43</td>
<td>2.14</td>
</tr>
<tr>
<td>Range</td>
<td>15.0-36.0</td>
<td>15.0-36.0</td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>5.41</td>
<td>6.81</td>
<td>+1.41</td>
</tr>
<tr>
<td>Control</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Means</td>
<td>26.95</td>
<td>27.85</td>
<td>+.90</td>
</tr>
<tr>
<td>Range</td>
<td>18.0-40.0</td>
<td>16.0-35.0</td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>7.54</td>
<td>6.38</td>
<td>-1.16</td>
</tr>
</tbody>
</table>

A chisquare analysis was completed on the gain scores (See Figure 2). Gain scores were divided into two categories per group. In each group, subjects whose cumulative scores increased from pre-test to post-test were placed in category one while subjects whose scores were unchanged or decreased were placed in category two. These categories by group are found in Table 6 and are represented by rows one and two, respectively. The chisquare analysis is a test of population proportions and assesses whether there were any significant differences between the gain scores of the three groups. The chisquare table (Table 6) presents the
observed (O) cell counts (the actual number of subjects in category one or two by group) first, followed by the expected (E) proportions. O is the cell counts (derived from the actual gain scores for all subjects by group) actually obtained and E represents what the expected cell counts would have been had the subjects had the same proportions of gain score values in each group. In this case, the $X^2_{\text{obtained}} = 1.477$, and the $X^2_{\text{critical}}$ (at alpha = .05 and df = 2) was 5.99. Since 1.477 is less than 5.99, there is not enough evidence to support a significant difference between the groups by the chisquare analysis. The probability of obtaining sample proportion discrepancies as this large or larger is >.05, given the underlying equality of the population proportions.

An analysis of covariance (ANCOVA) was also done on the rating results (Table 7). This is a test of the equality of population means, after adjusting for
differences in pre-test scores among groups. That is, the post-test means are
adjusted to reflect what the differences would have been had all the groups scored
exactly the same on the pre-test. This test was done in order to assess whether
training differences would have been detected if each group had the same pre-test
mean. The rationale for using ANCOVA on these data is that the error term is
smaller than the error using the analysis of variance (ANOVA), resulting in an
increase in the power of the test. Table 7 displays the source table for the
ANCOVA. The ANCOVA revealed that little adjustment in means on Y
(composite post-test scores) occurred (F =2.74, V =2, p = 0.608) from pre- to post-
test. The probability of obtaining discrepancies in sample adjusted mean
differences was equal to 0.608, given the underlying equality of population
adjusted mean differences. This analysis does not support presence of a treatment
effect as depicted by the rating measure. Further analysis of the ratio of
SSAdjusted treatment/SSResidual total, $35.67/1238.89 = 0.0288$, showed that only 2.88% of the total variability in this study as measured by the vignette ratings is explainable by the treatments after the adjustment for the covariate.

Table 7

Analysis of Covariance Source Table for Group Composite Scores

<table>
<thead>
<tr>
<th>Source</th>
<th>V</th>
<th>ADJ SS</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Covariates</td>
<td>1</td>
<td>96.84</td>
<td>96.846</td>
<td>2.74</td>
<td>0.108</td>
</tr>
<tr>
<td>Y Group</td>
<td>2</td>
<td>35.67</td>
<td>17.83</td>
<td>0.50</td>
<td>0.608</td>
</tr>
<tr>
<td>Error</td>
<td>31</td>
<td>1095.16</td>
<td>35.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>1238.89</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$SS_{Adj}/SS_{res} = 35.67/1238.89 = 0.288$

Written Responses

The written responses in this study were used to assess the consistency of the rating scale. Due to the overall inconsistency of the subjects' ratings and the inconsistency of the responses corresponding with each subject's vignette rating, written responses were not helpful in assessing the quality rating scale.

Social Validation

All but two subjects reported that the training sessions were of appropriate length and that their expectations of the study were clear. Over 85% of the subjects stated that they enjoyed the training format, the relaxed atmosphere, and
Figure 2. Gain Score Distributions for Groups S, I, and C.
instructor's presentations.

Sixty percent of the subjects reported no negative aspects to the study itself. The other 40% reported that the most negative aspect of the study was the time it took to analyze the vignettes.

When asked "What rules did you use to analyze the first set of vignettes?" most subjects reported that they used "common sense", "any experience they had with organizations", "no rules at all", "basic psychology", and/or "consequences of behavior." The subjects in the control group reported that they used the same rules to analyze both sets of vignettes. Control subjects stated the rules they used included "common sense", "experience they had from other jobs", "their thoughts", and/or "no rules at all."

When asked "What rules did you use to analyze the second set of vignettes?" 90% of systems group subjects reported that they used specific points covered in the training. These included looking for: (a) the mission of the organization; (b) the overall purpose of the organization; (c) the relationship between jobs and the mission to the overall purpose; (d) expectations for jobs or departments; and (e) statements of accomplishments followed by the behaviors required to achieve those accomplishments. Eighty-six percent of the subjects in the individual group identified specific points covered in their training. These included the following: use of the ABC Analysis, B-O-C Audit; two or more steps of MBC (pinpointing, tracking, analyzing, changing, evaluating); and identification
of actual behavior versus labeling subjectively. Of the five steps of MBC, pinpointing and, tracking were mentioned most frequently.

Thus, although subjects in the S and I groups stated they used different rules when analyzing the first and second set of vignettes, and the rules differed from those in group C, these differences were not reflected in the vignette ratings.
CHAPTER IV

DISCUSSION

The author believed that those who received training would be more sensitive to critical, noncritical, and missing information than those who did not. If this was the case those who received training should have rated the vignettes as having less critical information overall (giving them a higher cumulative post-test score) than they had prior to training. Furthermore, if claims in the literature are correct (Brethower, 1982; Daniels, 1994; Frederiksen, 1982b; Gilbert, 1978; Krapfl & Gasparatto, 1982) the systems group should have been more sensitive to critical, noncritical, and missing information than those who received individual-centered training because the systems approach provides a broader assessment of the organization and individual.

The author also expected that the group which received the systems training would achieve the highest post-test scores. Neither of the preceding expectations were supported by the results. The descriptive statistics showed no significant change in overall composite scores after training, and the Chi square and ANCOVA results revealed that there were no significant differences between the ratings of Groups S, I, and C.
Targeting an organizational problem accurately is an essential consultant skill (Daniels, 1989, 1994; Frederiksen, 1982b) according to much of the consulting and behavioral literature. Without accurate problem identification the consultant cannot move on to plan implementation and problem solution (Bergan & Tombari, 1976; Curtis & Zins, 1988). In order to accurately target organizational problems the consultant must recognize the quality of information given (Frederiksen, 1982b). This includes: validating interviews (Daniels, 1989), collecting data (Brown, 1982, Daniels, 1989), and objectively observing and measuring behaviors (Brethower, 1982, Brown, 1982; Daniels, 1989; Gilbert, 1978). This literature implies that behavioral systems analysis is the best method to use when analyzing organizational problems. Behavioral systems analysis encompasses data collection, validation of data, objective measurement, the behavior of the individual in the context of the organizations as well as the complexities of the organization as a whole. It would seem to cover all of the points necessary to successfully identify an organization’s most pressing problems, however the results of this study did not support what is presented in the systems literature.

Subjects’ analysis of vignettes via rating of critical information was the measure used to assess whether subjects could apply skills presented in training sessions. The lack of effects may have been due to several contributors, particularly the measurement system. Before concluding that this study does not
support either systems-centered or individual-centered analysis, the weaknesses of the study should be examined. The main weaknesses are presented below.

First, the term "critical information" that appeared in the pre and post-test instruction caused some ambiguity for subjects. While many of the subjects’ written responses to problem identification and rationale were similar, the rating subjects ascribed to the vignettes varied from 2 to 4 points. Some subjects took the phrase "critical information" to mean the amount of information present in the vignette which was critical to problem identification and rationale. Others took it to mean the amount of information in the vignette they used to analyze the organizational problem(s). This confusion was identified via subject comments following the study and through written comments on vignette responses and ratings.

Secondly, the rating scale itself was divided into percentage ranges depicting the amount of information that was assumed to be critical. Subjects used very different methods for determining the percentages. Some assigned each paragraph a certain percentage, summed the percentages of the paragraphs they used to identify problems, and used that score to determine the ratings. Others counted the number of lines in the vignette, adding up the number of lines used to assess the vignette, and divided that number by the total number of lines to arrive at a percentage. Still others reported they estimated how much of the information they had used and reported that rating. The lack of consistency in approaches to the ratings probably led to considerable variability in measurement error. In
summary, the ratings may have measured subjects’ skill in scoring the vignettes rather than the analysis skills learned in training.

It was also interesting to note that on some vignettes under "problems identified" some subjects wrote that no organizational problems existed. After reading the vignette and finding no problems (in some vignettes no problems were identified explicitly), subjects assigned a variety of rankings (between 1 - 5). While subjects were consistent in referring to lack of problems in the vignette, they were inconsistent with respect to the ratings they assigned to the content of that vignette. This further supports the assumption that the rating scale was an ineffective measure of training outcomes.

Another point worth noting is that many subjects accepted all information presented in the vignette as fact. Other subjects actually stated that the information was full of labels or opinions, but then would go on to identify organizational problems based on subjective statements. Still others identified that the information presented was subjective, but did not give the vignette a poor quality rating, as they should have. Thus, the instructions for the ratings should have been clearer.

Ideally, subjects would never rate vignettes as having 80-100% critical information since a one-page vignette could not possibly provide enough information to accurately describe an organizational problem. However, this was not the case. In fact the opposite occurred. Following training more subjects rated the vignettes as having more critical information than was the case prior to
training. This may have been due to subjects having more information with which to analyze organizational problems than before training.

Subject responses to the social validation question "What rules did you use to analyze the second set of vignettes?" shed some light on the ineffective rating measure. While the majority of subjects who benefitted from training reported that they used rules based on training and were able to state those rules specifically, this was not reflected in the rating measure. The problem here may have been one of generalization; it is one thing to learn principles and recite them, and quite another to apply them to vignette analysis. Subjects stated that they would have liked some experience in practicing vignette analysis. Practice was requested to include how to conceptualize the organizational problem, how to analyze the vignettes, and how to apply the training principles to actual situations. This was not done because the study was not designed to measure if subjects could analyze vignettes, but whether they would apply conceptual rules learned in sessions to realistic examples.

Another cause of nonsignificant results may have been the length of time required to complete pre- and post-test measures. Many reported that the most negative aspect of the study was the amount of time that it took to analyze the vignettes. Some admitted that the task became tedious after the first few vignettes. This demand may have led subjects to hurry through the ratings of the last vignettes for both pre- and post-test ratings.
Finally, there is a possibility that students could have met all the requirements for the credit hour and grade but failed to assimilate the information presented. Participation in this study was defined as active involvement in all training exercises by contributing to each group activity, completion of all pre- and post-test vignettes, and completion of the social validation form. Compliance with these expectations resulted in one credit hour of Psychology and a grade of an A. These contingencies were arranged to recruit undergraduate subjects who might have otherwise declined to participate in the study. These contingencies also were thought to more realistically simulate the contingencies in place for employees, managers, supervisors, or executives of organizations who participate in similar training seminars. All students were quizzed on the most salient features of each session at the close of the session. Over 90% of all subjects who participated in training prior to analyzing the second set of vignettes, obtained a grade of 90% or greater on all quizzes. Requiring that the course grade be contingent on academic performance and requiring more rigorous testing after each session may have increased the likelihood that students would have grasped the material presented. Students were not required to study the material outside of the training session. Adding this requirement may also have increased the likelihood of assimilation of information.

Future studies that use procedures similar to the present research could benefit from several changes in the general strategy. First, the rating scale should be revised by redefining or replacing the term "critical information." An expanded
definition which included the three aspects of critical information: information
critical to identifying an organizational problem, noncritical information that is not
helpful in identifying an organizational problem, and missing information which is
needed to identify an organizational problem, might prove more useful. This
definition might make the phrase "critical information" less confusing and produce
more consistency in subjects' responses.

Second, in order to avoid fatigue, the number of vignettes used for pre- and
post-test could be reduced. The vignette length could be reduced and/or the actual
number of vignettes could be decreased. Another option would be to have subjects
analyze vignettes on four separate occasions, responding to five vignettes in each
session.

Third, the course requirements could be changed so that subjects receive
credits based on performance in mastering training materials. Vignettes analysis
could be used as a means of assessing students learning of the content presented
and their ability to apply the principles to actual consulting situations. This strategy
may increase the probability of training effectiveness and strengthen intervention
integrity.

Fourth, error variance might be reduced by using the same type of
experimental design, but using identical vignettes for pre- and post-test measures.
This would be an acceptable approach since there are three different groups, one of
which is a control. There would be no need to construct vignettes of different
situations for pre- and post-test, and no confusion caused by variation in the content of the vignettes.

In summary, the present study revealed no differential effects in targeting organizational problems due to different types of training. While the existing literature implies the need for better targeting and encourages the use of behavioral systems analysis to accomplish this task, this study did not support those statements. However this research provides an opportunity to test a method of measuring consulting skills and provided a means of explaining subject reactions to experimental training materials and innovative measurement methods. Further research is needed to refine these methods and to develop ways of examining claims made in the literature. Refinement of the existing quality measurement and focusing on the users reactions to experimental training material might lead to more successful data in the long run.
Appendix A

Qualification Quiz
Qualification Quiz

INSTRUCTIONS: Answer each of the following items to the best of your ability. For items 1-4 circle the answer that BEST describes the item. Put your name in the upper right hand corner, a star next to your name, and your social security number.

1. James lost his bonus when he failed to submit his proposal by the deadline. (1 pt)
   a. antecedent
   b. reinforcement
   c. consequence
   d. discriminative stimulus

2. Sarah read the sign, "WEAR SAFETY GOGGLES," then reached in her pocket and put her goggles on. The sign "WEAR SAFETY GOGGLES" is a(n) ________ to Sarah putting on her goggles. (1 pt)
   a. consequence
   b. reinforcer
   c. antecedent
   d. behavior

3. Your boss pats you on the back and says "Good Job" every time she sees you cleaning the counters. If "Good Job" is a reinforcer, what behavior is increasing? (1 pt)
   Circle the behavior that is increasing.

4. Behavior is **primarily** controlled by: (1 pt)
   a. internal events
   b. What an individual wants, needs, or desires
   c. its consequences
   d. other people

5. Fill in the blank with the most appropriate word from a behavioral perspective.
   a. If a reinforcer is effective, it will ________ the rate behavior if it is presented immediately ________ the response. (2 pt)
   b. If a punisher is effective, it will ________ the rate of behavior if it is presented immediately ________ the response. (2 pt)
c. In the ABC Analysis, the A, B, & C stand for: A___________, B_______
  __, and C____________. (2 pt)
Appendix B

HSIRB Approval Form
Date: December 15, 1993
To: Jane DeVries
From: Kevin Hollenbeck, Acting Chair
Re: HSIRB Project Number 93-12-10

This letter will serve as confirmation that your research project entitled “The effects of system-centered versus individual-centered analytic training on analysis of organizational problems” has been reviewed under the full category by the Human Subjects Institutional Review Board. Please submit the following revisions for review:

1. Within the consent form or the cover appeal, add a statement indicating where the respondents will meet.
2. Add HSIRB (387-8293) and the Vice President for Research (387-8298) as contacts to the consent form.

Submit the above change in writing to HSIRB, 320 C Walwood Hall. To avoid delays in delivery, do not address the envelope to “Dr. Burnette”.

Please be reminded that research activity cannot begin until all revisions are complete and final approval has been granted. If you have any questions, please call Michele L. Rosa in the HSIRB office, telephone number 387-8293.

cc: Redman, Psychology
Appendix C

Informed Consent Form
I understand that I am being invited to participate in a dissertation research study concerning the effects of training type on the assessment of organizational problems. The purpose of this study is to assess the effects of different types of training on an individual's analysis of organizational problems. I understand that the exact details of the training will not be given to me until after the study in order to avoid contaminating the results. After all the data have been obtained I will be debriefed as to the specific nature of the study and results.

The study will take place in the Performance Management Laboratory or in a classroom in Wood Hall. As a participant in this study I will be asked to read and rate ten one-page vignettes focusing on organizational problems, both before and after training. Training will consist of three, three-hour seminars which will cover analysis of organizational problems. Each three-hour seminar will occur on a separate day, over a one to four week period. The sessions will consist of lecture, practice, and a quiz at the end of the lecture to be sure that the main points are clear.

I understand that if I complete the study I will receive one credit hour in Psychology 398 by registering for this class the semester after the termination of the study. I also understand that my participation in this study is entirely voluntary and that I may withdraw from this study at any time without penalty but I will lose one credit hour of Psy 398.

A potential benefit to participation in the study is obtaining information that can be applied to future jobs, classes, my personal life and one credit hour of Psy 398. Any information that would identify me in this research will be held in the strictest confidence. All researchers and their assistants will sign a confidentiality form promising to maintain confidentiality. All data will be stored in a secure place at the discretion of the main researcher. My signature below authorizes the investigators to use the data in scientific presentations and publications provided there is no personal identification.

The research will provide no risk greater than a student would take attending a regular university lecture. As in all research, there may be unforeseen risks to the participant. If an accidental injury occurs, appropriate emergency measures will be taken; however, no compensation or treatment will be made available to the subject except as otherwise stated in this consent form. I understand that any questions or complaints I have now or in the future may be addressed to Jane E. DeVries, M.A. at 965-3771 or to William K. Redmon, Psychology faculty advisor at 387-4485. I may also contact the Chair, Human Subjects Institutional Review Board (387-8293) or the Vice President of Research (387-8292) if any questions or problems arise during the course of the study.
My signature below indicates that I have read and understood the above information and have decided to participate in the study. I may keep one copy of this form.

Print Name Here: __________

Signature_______________ Date__________
Appendix D

Vignettes
Vignette A

A private Foundation in the southwest requested the services of an Organizational Behavior Management consultant. The purpose of the Foundation is to solicit and obtain financial resources from the community, organizations and others to assist financing the community services. The president of the Foundation provided us with his analysis of the organization’s problems. Donations were down and so was productivity. In fact, in his estimation no one knew how to do their jobs. People were unable to give him the kind of reports he wanted. "Everyone around here is lazy or has an IQ problem. This is important work but no one can seem to get that through their heads!!" was the president’s summation. He continues, "The departments seem to have difficulty establishing priorities. Don’t they know that it’s everyone’s job to bring in money here? Making money is our priority, not socializing!!! Failing to meet our financial goals should be the concern of everyone, not just fundraisers!!"

The president also had us talk to a few departments about the difficulties as they saw them. Those in the research department were very reluctant to say anything positive or negative and half-heartedly told us everything was fine in their department (although they couldn’t give any examples of fine). This was in contradiction with what the president told us. He said that the researchers were not providing the professional staff(fundraisers) with very pertinent information, and what the professionals wanted was never on the reports.

The fund-raisers (professionals) blamed the research department for not coming up with new prospect leads, though they were unable to say what the researchers could do to help the situation. The professionals also reported that they had difficulty getting out of the office to make their calls because they had to do support staff work (secretarial).

Secretaries were in fewer numbers than professional staff. Two professional people shared one secretary. The secretaries reported that there was too much work for them but all anyone ever did was yell at them for not getting anything done. When asked what the goal of their job was, one of the secretaries laughed and said, "To get out of here at 1630 without a migraine." Everyone laughed but not very heartily.

The accounting department was our last stop of the day. People were much more vocal here, telling us that the president was the one causing all of the trouble. The members of the accounting department stated they have been working overtime and through lunches for the past six months but they still can’t get caught up with donations. Every time they are almost caught up they have to go to another department and stuff envelopes for some promotion. Some of the statements heard in this department included "It’s as if the brass can’t make up their mind what they want us to do!!!", "You never really know who is in charge here, What do you mean prioritized, everyone is a chief and they all need their job done ASAP!!"
Vignette B

Janice, the manager of a major insurance company is having problems with the productivity of her telemarketing staff. Presently they are not functioning at a level that Janice would consider acceptable. She states that she expects each telemarketer to make a good number of appointments during each shift but that doesn’t seem to be happening. In an interview with Janice here are some of the problems as she sees them:

"Telemarketers positions consist of essentially three main items, which include: 1) making appointments for the sales agents, 2) obtaining insurance expiration dates or call back times, and 3) obtaining the information that the person is not interested. Prospect leads are given to the telemarketers by the sales agents. The number of appointments and the number of individuals who do not want to make appointments are very important to the organization."

"The telemarketers do not seem to understand how to do their jobs. These employees are lazy and ineffective. They only have to work three hour shifts (1330-1630 or 1830-2130) and have a 15 minute break during that shift so they don’t have to work hard. The office has just been redecorated and they have their own coffee pot so they can’t complain about that. I have special music piped in from a mellow radio station. I stop by every so often in the middle of a shift and I don’t see people making a lot of calls. If you ask me these people are paid pretty well for working a measly three hour shift!!"

"Workers in this division are paid hourly and receive minimal six-month raises. Telemarketers are composed of female college students ages 18-21. Most stay with the company an average of 3-5 months. Calling in is not a problem since there is no sick time given, but often workers quit without even a five day notice. A few of the telemarketers have high productivity rates and have been with the company for years. I sure wish I could hire more people like them!!"

"At the present time I am extremely frustrated by the telemarketers lacsidasical attitude. It seems to me that people expect to be paid just because they are sitting in a chair by a telephone. How about working for pay? What a novel idea!! What has happened to the American work ethic?? Nothing is worth much if you don’t have to work for it, why don’t these people know that? Do they think I am just going to put up with this kind of behavior? I think not!! This has got to stop and work has got to start. I’m not going to continue to pay people if they aren’t going to work hard. In fact, my job could be at risk if the telemarketers don’t start performing. I’m hoping you will come over and help me with this situation before I lose my cool!!"
Vignette C

Martin is the president of a large paper manufacturing company. He states that the purpose of his organization is to sell quality paper products at a lower price than his competitors while still making a profit. "This is really in our control as long as we can keep our manufacturing costs down and our overall productivity up. That means we have to set up production so we reinforce productivity but not at the expense of the worker. In my estimation you can’t meet the overall goal of the organization if you take advantage of employees. There are side effects for pushing people too hard, although many managers don’t understand that."

"I am an advocate of Performance Management (PM) style of running the company. We want to pay people for what they do and create an environment in which they can be the most effective. Right now we are having some management conflict because many managers are not following the strategies that have been set up to realize our mission. I really wanted to base performance appraisals on objective measures of performance from my job to the janitor’s but some of my key players are fighting these changes. I hope this is out of ignorance and fear rather than an inherent desire to destroy the company."

The company is composed of two main divisions: necessity items and luxury items. Two-thirds of the products are manufactured out of the necessity division and the other third is from luxury. Lucy is the head of the luxury line and has been sweating bullets over sales due to a dwindling economy. However her division has still been able to add a few new customers each month, and has been excellent at holding on to the current clients. Lucy has fewer people in her division, but she has also has fewer supervisors per employee than her necessity counterpart. She has a customer service and customer satisfaction program, and each one of her sales representatives are responsible for sales - which includes attracting new customers, keeping old customers, and asking their customers how they can serve their needs better. These are strategies Lucy believes are compatible with the overall goal of the company.

Anne is the overall head of the necessity division, with Jeff in charge of food paper products and Todd in charge of writing paper products. Anne reports that she spends most of her time refereeing disputes between Jeff and Todd. Both men constantly compete with one another and refuse to share ideas. Anne states that she is continually coming up with compromises but this is starting to take up so much of her time she can’t get her "real" work done. Whenever she tries to confront the situation she is met with yelling, blaming, or "It’s not fair". She admits that she has been trying to run everything herself and has been sending out memos rather than talking to either man face to face.
Vignette D

A small rural hospital is requesting your services and your initial meeting is with the hospital administrator. He informs you that you are the fourth consultation service that the hospital has hired in the past five years and that the hospital board has suggested that he retain your services. He states that the hospital is in financial trouble because of the economy. "In this type of community, most of the patients have Medicaid, Medicare, or no insurance at all!! You can't get blood out of a turnip!!" He reports that the metropolitan hospitals get all the federal money and the rural hospitals suffer. When asked if money could be saved by examining the hospital operations i.e. the type of services, management methods, employee performance, and so forth he replies, "We are one big happy family here. Many of these people have never worked anywhere else and have lived in this community all of their lives. We think the hospital is running smoothly. As for management, I manage the hospital as a father runs a family."

The next stop on the agenda is the nursing administration office. Here we meet the nursing administrator, the clinical coordinator, the house supervisor, the emergency room head nurse, and the nursing administration secretary. They give us the same type of report as the hospital administrator. They do report that the hospital census has dropped over the past few months and employees are complaining about unit assignments and mandatory days off without pay. "We have to pull medical nurses to Obstetrics (OB) or the Emergency Room (ER), wherever they are needed or else they have to take a low census day - a day off without pay." Some of the employee benefit package has to be altered in order to avoid laying off employees.

Walking through the hospital we find some departments are very busy, such as laboratory, X-Ray, the ER, Operating Room (OR), and OB. When we go to the medical floor we stop in pediatrics but they have no patients, then we went to the Intensive Care Unit (ICU) but it was also empty. We finally stopped at the main station on the medical floor where we find four nurses. We ask where all the patients are, one nurse told us that they have a patient census of four for that day and they are all down one hall. The nurses also told us that they could not afford low census days, for their family budget is based on a certain number of hours per week. They also stated that they don't like being pulled from one unit to another, although they would rather do that than lose money. However, all of them feel uncomfortable going to other units since they have no expertise in these areas. "Administration is only interested in numbers. As long as you have the right number of people then the unit is supposed to be staffed appropriately. It doesn't seem to matter whether the "numbers" have experience or not!"
Vignette E

The vice president of a chain of fast food family restaurants asked for our services when he received what he called "a barrage of customer complaints regarding service." He believes that money can be made by keeping customers happy. He reports that the increase in complaints is based on the lacsidasical attitude of the employees. "No one just jumps in there any more. Everyone waits for some one else to it. Why in my first job..." John went on to enumerate on his job performance as a youth and how his employees could benefit from engaging in "motivated behavior".

Now its John’s turn to answer a few questions. First you ask him what he means when he says "a barrage of customer complaints regarding service." John tells you that customer complaints have increased by 50% over last year. As you probe further you find out that most of these complaints focus on the quality of customer service, long waiting lines, slow service, dirty dining rooms, and rude employees at the counter. John’s analysis, "The reason we are having these problems is the caliber of people we are forced to hire these days. Why one employee was even rude to a personal friend of mine! I think these people need some training in the area of customer service. If they don’t start treating people right this business will go down the tubes!"

We want to find out more about customer service. Just what is it? How is this defined by the company? Glenda, executive vice president of operations also spent some time with us at the behest of the president. She told us her definition of customer service was a combination of product quality - the type, taste, and look of food and the quality of the service - friendly, efficient, helpful. We asked how she would know if there was a decline in customer service. She stated that there had been an erosion in profits company-wide over the past year. "Both product quality and service have a direct impact on sales, however you can’t really measure this effect. If you continue to have poor quality in these areas it will have a damaging effect on sales."

When asked what had been done to solve these problems, Glenda gave us the following summary, "When I heard you guys were coming I made a list. I’m probably the only one who will give you the straight scoop and this will save both of us time.

Problem-Solutions Implemented
1. Memos sent to all restaurants notifying them of customer complaints.
2. More memos sent identifying specific complaints made by customers and a request that employees be nicer to customers.
3. Introduction of a new salad line to expand the product line, remain competitive, and to increase sales.
4. Future plans are to train employees in the area of customer service and implement cost cutting procedures.
Sally, the senior vice-president (VP) of Never-Go-Broke Bank, has called you and requested that you implement performance management in one of her branch offices. She states that she cannot understand why people don’t just do their jobs because that is what they are getting paid for anyway. "We’ve made some new changes around here and the downtown offices have performed nicely – but there are local branch offices that are not doing so well. I just don’t understand it, employees were always complaining that they had to do others jobs, now this group is complaining because they can’t do more than one job. How can you win?"

The senior VP also informed us that one of the primary goals of the bank was customer satisfaction. "While everyone knows we want to take your money, we want you to be happy while you entrust it to us. Our philosophy includes not only keeping your money safe and giving a return on your investment, but actually supporting and guiding you, with a smile, every step of the way. The only problem is trying to get all the employees to adopt the philosophy. I’ve been receiving calls from customers complaining about some of the branch offices outside of the city but especially from Lotta Locals branch. The complaints center around long waits, inadequate information given by employees, employees don’t know what’s going on, and so forth. Since I can’t implant new brains in all of these people, I am hiring you to help them adopt the new policies."

Following Sally’s discourse we drive to Lotta Locals and find a very frustrated group of employees and patrons. One woman is at a desk talking on a phone. The bank manager is in her office with the door closed. She has two bank patrons with her. There is one teller working and another teller opening a window. There are six people waiting for service and more getting out of their cars. One man is going out the back door to pick up lunch for everyone. The couple in the bank manager’s office leave and she waves us over to her office.

The manager summarizes her view of the bank, "Personally, I’m glad they sent you out here so someone knows what is going on. The new management is so proud of how they have changed the organization that they have totally neglected task overlap and the fact that not all offices have multiple employees who perform the same task. Our branch is small, we don’t do as much business as the city branches, the road in front of our office has been under repair for the last three months, and the new policies have made us and our customers unhappy. We even told the customers to call the main office downtown and complain. Maybe that way someone would come out and check on the situation. No such luck! The main branch just keeps sending us memos saying customers aren’t happy, straighten up, and so on. I don’t know how long I’ll last in this job, I’ve only been here one month and this looks like a no-win situation."
Vignette G

Martha Johnson, M.D. is an internal medicine physician at Healthy Body Long Life Medical Clinic. The clinic is in the center of town which makes it a great location to practice medicine. Medical specialties located in this clinic include: Internal Medicine, Obstetrics & Gynecology, Ophthalmology, Orthopedics, Gerontology, Cardiology, and other medical specialties. A new wing is under construction and will provide services in Psychology, Social Work, Speech Pathology and Audiology. The group is a clinic in name only and the only things they share are the billing department, building maintenance, and security. Each specialty has its own doctors, receptionists (with the exception of one main receptionist for the building), nurses, technicians, or other specialists. Each specialty is responsible for its own charges, billing procedures, and collections.

Dr. Johnson has had an office in this clinic for three years and is very frustrated with her internal medicine practice. While she reports that she loves treating medical problems she states she is frustrated with the office practice. No matter what she does she can’t seem to get out of patients rooms in a timely manner. "I always end up looking at pictures of grandchildren, children, listening to people’s problems, and a host of other topics unrelated to the medical issue at hand. I really care about my patients and it is important to me that they like me but I can’t continue to spend this much time with them or my practice will fold."

We asked Dr. Johnson to describe a typical scenario of how she spends her time with her patients. She says she first sees them in her office, "I think the first interaction you have with someone should be with his or her clothes on." Then she reviews the two-page, 80-item questionnaire the patient filled out when arriving at the office that day. This covers past problems and what brought the individual here today (much of the information is redundant with past information). After this, the patient is sent to the examining room.

A nurse assists the physician with the examine and also functions as a lab technician. Therefore, the nurse can only assist the doctor or run a lab test, or both, but not very effectively (long waits for the patient either in exam time or lab result time). Once this is completed, the patient is told to get dressed and is again seen in the physician’s office. All together this takes 45 minutes to one hour. While the physician can be seeing or talking with other patients, there is still a lot of waiting time for the doctor, the patient, and the nurse/lab technician.

When we asked Martha what she had done to try to solve the problem she told us she had the receptionist set a timer every time Martha went into a patient room. After ten minutes the receptionist was to buzz the telephone in the patient room if the doctor did not answer the receptionist was to buzz every five minutes until she did. Martha said this was not successful and resulted in her yelling at the receptionist.
Vignette H

The city council of Smithville has called on you to assist them with the problem with their mall. The store owners are petitioning to have their rent lowered due to poor sales. In spite of the fact that the mall offers a wide variety of stores, (that were needed in the community - according to a marketing research firm) people continue to go out of town, downtown or to free standing stores, even to other stores that are presently in Smithville. The chamber of commerce has been instrumental in scheduling events in the mall and while these are always well attended, there is minimal increase in sales for about 80% of the store owners.

Some of the stores do well no matter what the circumstances are. Happy’s card shop is one of them. They have record sales during holiday seasons but the sales are still good during nonholiday time. We stopped in a Happy’s and found Happy himself at the cash register. We asked him why his shop was so successful. He answered that one reason was, of course, that he was so happy. Secondly, he spent most of his time at the shop, worked the cash registers, walked around every hour and restocked, and kept his eye on the hired help. He wasn’t hard to work for, but he expected you to work hard. He states he believes in telling his employees exactly what he expects out of them, such as: wait on customers, make eye contact, don’t talk on the phone, ask people if they need help, and then help them and so forth. Some people tell him he spends too much time at the store and that he should let someone else run his business. Happy states he’ll leave things the way they are until he doesn’t enjoy doing it anymore or he can find someone else who can do it better.

We left Happy’s and wandered down the mall. We decided to play mystery shopper in order to assess the stores whose sales are down. The first store we come to is Small Earth shoe store. Here there is one sales person who is talking on the phone and chewing gum with her mouth open. When she sees us she turns her back to us as if we have interrupted her conversation. We wait three minutes but she continues to talk on the phone so we leave. Next we go on to Dark Hole a gift shop. The door is closed and a post-it note on the door tells us the sales clerk will be back in fifteen minutes, but there is no time on the note so we don’t know when that will be. We go on to Large Woman where we see two large saleswomen who are smiling and greeting the only two customers in the store, the saleswomen continue to follow the customers around to the point of driving them out of the store.

Our next stop is Video Rama where Unforgiven is playing in competition to a tape of a high school rock band. Here too the only salesperson is talking on the phone and walks into the back as he sees us walk in. He did put his phone partner on hold and ask us what we wanted. When we said we were looking he said,”Go ahead”, and returned to the backroom and his telephone conversation. The list goes on and on with sales people engaging in every behavior except selling!
The Low Cal Cookie Company had been on a roll for the past two years. They had come up with a number of different kinds of cookies that were low in fat and people were eating them like crazy. Twelve types of cookies had been developed in the past five years. The company began in Sandra Jacobs basement. She and her friends were always trying to come up with healthy treats for their children and friends. Everyone always voted her cookies the best and encouraged her to go into business.

Presently, Sandra is the president of her own company which has two factories. One is in her hometown and a new one is in West Virginia. The new factory has only been open for two months. Sales for the entire company have been slipping over the past six months. Financially the company has been stretched to the limit because of the new factory. A new factory was opened in order to keep up with the demand of cookies and to expand their market to the south. This is the financial advice the president was given and she went along with it. Sandra has called us in because she feels the company is going out of control.

When we talked to Sandra she told us the following story: "When I first started this business I wanted to give people the opportunity of buying a tasty healthy cookie - a quality food item. Now the business has grown and the goals have changed. The company is too big to be called a "family affair" any longer, even though half of the company is made up of family and friends. They are really a good group of people but no one knows much about management or production deadlines and delivery deadlines. Some of the people who manage are the same individuals who helped to bake the cookies and deliver them when I first started out in my basement kitchen. Now these same people are in charge of machines which stir the cookies and put them on giant cookie sheets. What they were doing by hand a few years ago is now being done for them. Now their job is to see that it gets done which can actually be harder than doing it yourself."

Sandra told us what she had done to try to solve Low Cal's problems. She told us that sent memos telling people that they had to meet deadlines. If they promised delivery on September 10 then it should be September 10 not September 13! Most of the memos identified the problem - deadline missed - but none of them addressed how to meet the deadline. Sandra had also tried going to each division in the factories and giving them pep talks on how hard work pays off in the end. This has not seemed to have any effect on sales. Every time she talks with a department about deadlines and deliveries the department blames other departments. "Just once I would like to hear someone say, "Sure, I understand I'll take care of it right away." She ends up listening to complaints and is no better off than she was sending the memos. In any case she is hoping you can help her get the company out of the mess it is in.
Captain Jack has called to talk to us about Best Cruises Incorporated. This company has been in operation for fifteen years and was one of the first cruise ships of its type. This cruise line includes the usual boat and port activities, but the main focus of the cruise is the art of cooking. Passengers sign up for the cruises based on which type of cuisine will be demonstrated (French, Italian, and so forth) and/or which chefs can be found teaching on the cruise. Fifteen years ago there was no other cruise line of this type, presently there are other lines who have capitalized on the same idea.

For the first twelve years of operation Best had an excellent upward trend financially. Each year the company brought in more and more revenue. It was fun in those days because everyone got raises and bonuses. Even the laziest employee or the ones that called in a lot got bonuses! Then customers were lining up and you had to have your reservations in almost a year in advance if you wanted to sail on one of the cruises.

Captain Jack fills us in on some of the organization’s history. "In the last five years we had started to purchase boats to cruise the Mediterranean and tie the cuisine of the area Spanish, Italian, Cicilian, and so forth with the location of the cruise. We thought this was a perfect idea. In fact we wanted to do the same thing in France, but we wanted to travel by land, go to different inns and cook at different schools. So many people told us they thought that was such a good idea so we went with it.

"Unfortunately the finances of the company are on a decline. There is still enough money for every employee to get a paycheck, but there is not enough money to pay for the employees health insurance which is due next month. One reason for the decline is the large amount of money we had to put out to buy the two Mediterranean cruise ships. One of the ships was completely renovated with a state of the art kitchen developed by an expert chef. We had hoped that the boat would pay for itself but for some reason there has not been a glut of people calling for reservations as we had expected. No one seems to know about our new cruise line.

"Travel magazine and Conde'Naste magazine were supposed to run advertisements describing the new line and the bargain introduction price but somehow this never came about. This was the responsibility of public relations but the director of that department stated the project had been turned over to advertising. The advertising department had turned this project back to public relations because they did not believe it was technically in their job description. People keep passing the buck and none of our ideas are turning out like we thought they would. We are running out of money to keep the company afloat! Do you think you can help us?"
Vignette K

The city Manager of Beach Bluff has called you and asked you to come and help them set up a public safety system with the firemen and police officers. Presently Chief Fred Johnson is the director of the public safety facility, which includes police and fire personnel. The firemen (no women on the force at this time) also have the job of Emergency Medical Technician (EMT) when they are not attending fires. The other unusual feature of the fire division is that it is also staffed by volunteer fire fighters, who have their own chief, Chief Jeffery Thompson.

The city council has asked the city manager to get in touch with you and see if you can come and assess the feasibility of the new public safety facility. The building is beautiful and very modern in appearance. It looks more like a few new condominiums than like a public safety domain. If the organization runs as well inside as it looks on the outside then your job will be a piece of cake - however you know better since no one ever calls you to tell you things are going well. When someone calls on you its always because of some trouble. The city manager has set up appointments so you can start immediately if you desire.

When you meet with Chief Johnson (the guy who is the head of the whole public safety division) he stands, shakes your hand, and shakes his head. He tells you that he knew that the volunteer firemen always felt as if they played second fiddle to the paid firemen and third fiddle to the cops. He tried to diffuse things by letting Jeffery Thompson run the volunteers with little or no input from him. Unfortunately Jeffery had a way of riling people up and now he’s out of control. "I can’t even give him a memo without him getting worked up. He told me to be careful because soon he’d be running the whole show and I’d be out. He acts tough but I doubt there’s anything to this but an act."

Jeffery Thompson talks with you and tells you that no one respects Fred Johnson at all. According to Jeffery, Fred is just a yes man for the city council. "He isn’t even a local which is something the council did not want to consider when they hired him for the job. They even interviewed a woman for the job. Like a woman could ever function in the role of fire chief (no insult intended, ma’am)." Jeff told us that if the council doesn’t accept his proposal then he and his men will walk, then the town will be sorry. "Most of these men are second and even third generation volunteer fire fighters, someone who isn’t a local will never understand that!"

The city manager tells you that the plan is that half of the fire fighters will work half time as EMTs and the other half will function as police officers. He says "This way every fire fighter and police officer has a dual role. Crosstraining, they call it. These dual roles will help improve job security. Our town isn’t big enough to warrant separate police and fire departments. Well, it’s a hassle but I hope you can help us with this dilemma."
Vignette L

Dr. Anne Richardson is the administrator of Lakecrest Psychiatric Hospital. She has only been in this position for two months and the hospital had more than its share of problems when she came on board. Two weeks ago the hospital lost its accreditation and now has less than six months to redeem itself and regain accreditation. Dr. Richardson is hoping to correct all of the citations and is requesting your assistance in getting the job done. The financial burden of loss of accreditation will only increase the problems of an already unstable environment. The main concern right now is to regain accreditation - for without it there will be no hospital at all.

Dr. Richardson is well aware of your expertise as a management consultant which is why she has requested your services. She wants to work with the department heads so that everyone is working toward the same goal. "Our mission is to regain accreditation. Everything else is secondary to that goal and I want to be sure EVERYONE in the hospital knows it!!" Once we regain our accreditation then federal monies can start coming in again and the hospital will remain open. When we find out that the hospital has regained accreditation then we will revise our mission and include patient care. Right now we are fighting to stay open so that we all have jobs to come to, that should sober a few people up."

Anne has made sure that you have copies of all the citations made by the Joint Commission on Accreditation of Hospitals (JCAH) and all the comments the auditors had made. She has also given you free rein to interview any or all of her employees. She wants a summary of the interviews but will not request any information about individual employees.

Almost 80% of the citations focused on policies and procedures, which had not been updated since 1984. Over twenty percent of the employees who were asked could not even tell the auditors where the policy and procedure manuals were. Those who could locate the volumes admitted that they rarely, if ever, used the manuals when providing patient care. Part of the job description of patient care employees is to update policies and procedures which come up for review every five years. Six months prior to the review date the unit is to bring the policy to the weekly team meeting and the policy and/or procedure is reviewed as to state or federal law, current applicability (retain, revise, or discard), and technological feasibility. The rest of the citations fell in the area of individual patient treatment plans which are necessary for insurance reimbursement.

To assist in correcting the citations the following procedures will be specified for adult health care workers: to revise or create a minimum of one treatment plan per shift and review two policies during every week in which they work. This action will aid the hospital in regaining its accreditation by linking the employees into tasks that directly affect the hospital's survival. "Now, do you think you could help us implement all of this?"
Vignette M

The cost of health care in America is out of control. Hilary Rodham Clinton has called you since you are the leading consultant in administration of health care services from providing patient care to managing employees. Ms. Rodham would like you to review the most recent draft of the national health care proposal which has been tentatively accepted by 90% of the task force. She would like to know if, behaviorally speaking, you can predict what type of effects - positive and or negative - may be expected if these changes are implemented. She has sent you an outline of the proposal and asks that you return your comments in one week - she'd like this done as soon as possible. She also asks that you view the national health care system as a corporation all its own. Here is a list of the first six major changes the task force has tentatively agreed upon:

1. Put a cap on the amount of money physicians can charge for their services.
2. Put a cap on the amount of money pharmaceutical companies can charge for newly developed drugs and limit the percent increase on drugs that have gone off patent.
3. Gradually (over five years) change all of the insurance companies over to government subsidiaries of one huge national insurance company. Each present insurance office would be a branch of the national corporation.
4. Those hospitals that currently have a high percentage of patients with private insurance will receive the least amount of federal money. The hospitals with the high percentages of assisted insurance or no insurance will receive the greatest amount of federal money.
5. Increase taxes and use that money to fund the national insurance corporation. Every United States citizen will receive a base insurance which will cover prevention and emergencies. All other cases will be paid for in cash or will be covered by insurance benefits that may be given to employees in lieu of cash at the discretion of employers (this will be covered in more detail later).
6. All hospitals will be under government supervision and must adhere to all the standards which have been specified by the Joint Commission on Accreditation of Hospitals (JCAH). Every hospital will be expected to comply or to notify the task force in writing why the standards cannot be implemented within one year from the time the hospital received notification of the standards.

While this is a very general proposal, Ms. Rodham and the rest of the health care task force would like you to take some time and provide them with some feedback on the proposal. They don’t want to get into too much detail if you think some of these ideas are a waste of time, however keep in mind that it is a miracle that they have been able to scratch out six changes they can all live with. Even so they would still like your input. This is your field of expertise so please give them frank feedback on the pros and cons of this proposal (without committing political suicide).
Sarah Jameson is the coordinator of an off Broadway show which is being directed by Jonathan Marks. Sarah was thrilled to have Marks direct the show, since he is responsible for several Broadway hits. Two shows that Jameson has produced have gone on to Broadway and she hopes this one will too. The major goal of this production is to present a show that will go on to Broadway. In the last three years any show that has been directed by Marks has been a success in terms of playing on Broadway AND making money. As usual there is a hitch for Sarah is having a problem with the great Jonathan Marks!!

Though Sarah abhors being judgmental she tells you that Marks' biggest problem is his ego. "Now that he is a success he thinks he is a prima dona and everyone should stick to his schedule. He demands that everyone show up at 8 AM but he shows up at nine telling everyone they could use a lesson in patience. Meanwhile I am paying extras to stand around - sometimes all day - and never work. I'm already approaching my budget limit and the show hasn't even opened yet, which is a good thing since rehearsals are two weeks behind schedule."

Since you are a good behaviorist, you ask Sarah to give you some examples of Jonathan Marks' behavior. Sarah thinks for a minute and then exclaims, "I can give you a list!! First he gives me a list every afternoon of all the people he will need for the next days rehearsal. This is part of the contract which he signed in order to direct this play. He gives me the list but then doesn't stick to it the next day. Then people stand around and complain and I'm out more money. Secondly, he'll call for a ten minute break but he'll come back in 30 minutes (if you're lucky). Or he'll work people six or even eight hours straight without a break which is a violation of their contract. It really seems to be a no win situation. His worst offense is hassling the female extras which could end up in legal hassles of his own if he's not careful."

"Unfortunately", you muse, "it looks as though the success of the entire production is largely in the control of one person - the director. His job of scheduling times for rehearsals, breaks, and extras are directly related to the overall success of the show. Too little practice and too much confusion could lead to a second rate production. However, efficient practice schedules and attention to budget issues are key components in creating the best and most "productive" play!!"

After hearing all of this, you're not so sure you want to have anything to do with this problem. You just open your mouth to ask Sarah why she doesn't fire this guy when she says, "You're probably wondering why I don't just fire this guy. Well I'd like to. It sure would do his ego some good, however, if I fired him I would be committing political suicide in the theater world. He would probably land another directing job and redeem himself, but I may never produce a show again. Right now Marks has a lot more political clout than I do so I have to play by the rules.

Do you think you can help?"
Vignette O

Larry and Tom have opened a landscape business. They are aware that they do not have much business or management expertise but they are confident in their ability to care for lawns. Both men have worked for large landscaping companies in the past and do not wish to make the same mistakes that they noted when working there. When the men worked for large companies they could not specify to customers what day of the week they would be there to mow the lawn, there was no rain policy, no extra time to meet customers other needs such as pruning, planting, raking, and so on. In fact much of the job was just plain mowing which had become boring to both of them.

Besides the boredom of the past lawn jobs poor customer service is another reason the men wanted to start their own business. The guys decided that the main purpose of their small landscape company was to provide top service (no complaints from customers about the workers care of their lawns) on a dependable basis at a reasonable price. They may not always be able to charge less than the larger companies but they would provide higher quality service and dependability than their larger counterparts could.

One way they planned to accomplish this is to limit the number of customers so they have time to meet other needs. A rain policy will also be made and explained to patrons. They plan to do routine mowing on Monday through Wednesday (weather permitting) and extra jobs, such as one time mowing, planting, pruning, and so forth will take up the rest of the week. Many of the customers that have signed on for this summer are places the men have already worked, so they are aware of these customers needs and think they will have plenty of work to keep them busy.

The charges will be based on each individual lawn and the degree of difficulty rather than a fixed hourly rate. Larry and Tom want to meet personally with each customer, assess their needs, and agree on a tentative price. Once the lawn has been mowed the fee will then be fixed.

Presently there are only three men working, Larry, Tom and Tom 's brother Fred. The men have decided to keep the number of employees down to a minimum so they will need less supervision. The men have decided that each one of them will be responsible for their own yards. Once a yard has been assigned to one of the three they are responsible for the following tasks: a) initial assessment and estimate, b) initial job which consists of mowing, bagging, and trimming, c) final pricing, d) agreement on the day of the week when the lawn will be done, e) discussion with client of policies and asking if any further questions, f) obtaining signature on contract and finally, g) discuss any possible future needs. "What we’d really like from you is some time to sit down and discuss our plans." Tom, Larry and Fred would like you to provide them with some honest feedback regarding their plans for the new business. They all agree they know the landscaping business well but are not very confident in the organizational department.
Vignette P

Stan is the proud owner of East Side Eatery. He has owned the place for the past five years and, until recently it has been a financial success. Stan tells you that his number one concern is customer satisfaction. With Stan, you get more than you pay for. "Here we surpass customer expectation. Our goal is to provide great food, great service, and a unique environment in which to dine. Complimentary wine for those who have to wait with a reservation. Anything extra that is not specified in the menu is a perk to most of my patrons," exclaims Stan as he glows with pride. (You're thinking that Stan is pretty dramatic but wonder if his philosophy is effective.) Stan tells you that the motto of all the employees is "We aim to please." ("Where does he get these people?").

You used to frequent Stan's eatery and have always been satisfied with the food - but you are shocked at Stan's motto for you don't remember leaving the eatery with that feeling. It's been four months since you've eaten in this restaurant and now you are remembering why. The service here is poor, at best. You've been waiting over twenty minutes and you had a reservation ("Where is my glass of wine?). Once you are finally seated at a table (which looks as though someone squeezed it in at the last moment) it is another five minutes before you get your menu ("Give it to me the first time and you won't have to come back Knucklehead," you mentally scream at the waiter). Ten minutes after you get your menu your waiter returns to take your order. You are interested in the special - boneless chicken, but the waiter can give you no information on how it is prepared (other than, "You know, they take out the bone." ("Da?"). Obviously, you stick to an old standby rather than risk the mystery chicken.

When your meal finally does arrive (20 minutes after you ordered it) you are impressed with the food. Even the salad is good here. It is aesthetic in appearance with a plethora of unusual vegetables and not a speck of iceberg lettuce to be found. As you munch on your salad you watch the employees as they "work". Most of them are laughing and talking but a bit too loudly for the atmosphere. Food is placed on a counter from the kitchen but often sits there for five minutes or more before it is picked up, patrons have to request beverage refills and tables are only cleared as they are needed, not as customers leave.

Stan has told you that he has specified the behaviors that he wants to see his employees display. "Greet every customer within 10 seconds of entering the restaurant, those who have reservations and have to wait should be offered free drinks, when the waitresses or waiters are busy the hostess or host will provide drink refills, menus, and any other assistance. The people who bus the tables can also fill in to assist the waitpersons. Here we all work together to make this one of the best eateries in town. Can't ask for much more than that, can you (you can ask for it but it doesn't mean you'll get it). Since the employees performance is specified I don't need to hire a manager for everyone already knows what to do."
Vignette Q

Small Square department store is one of a number of stores in a national department store chain. This particular store has been open for ten years, and due to its rural location in Jonesville, it has little competition. Recently a group of developers have purchased land within sight of the Small Square store. Rumor has it that the developers intend to put up another department store, Superfloor. Initially, the owners and employees of Small Square were unconcerned about the prospect of a new department store for they were sure patrons would be loyal to them. Later they were to learn that the townspeople were really looking forward to the new department store and were ready to leave Small Square in the dust.

Nervous Nellie is the manager of the store and is also a good friend of your mother. While Nellie does drive you crazy (she's such a spaz) you're pretty fond of your mother so you'll take the case for her sake (anyway Nellie does believe in paying well so there are consolations).

Instead of spending hours interviewing employees you decide to round up ten different people to serve as "mystery shoppers". These individuals have a list of questions (covering various aspects of store organization and employee performance) that they must find the answers to without letting the employees know their purpose in coming to the store. None of these people live in the town so that you can obtain more unbiased information based on the "mystery shoppers" observations.

The following is a summary of the mystery shoppers observations:

1. It took customers a minimum of 30 minutes to go in the store, conduct their business, and leave - no matter how many or how few items were purchased. This time increased if the customers came to the store after 4 PM or anytime on the weekend.

2. Out of 42 different questions that the shoppers could ask employees only 5 questions were consistently answered correctly. (Sample questions: Can I return this if it doesn't fit? What are your hours? Where are the pay telephones? restrooms? and so forth.) The rest were answered with "I don't know" or "You'll have to ask the manager", but often no indication was given of who the manager was or how you were supposed to find her.

3. Workers are friendly but appear very slow and have difficulty answering specific product questions.

4. While there are ten check-out lanes in the store, usually only two were open and in a rare case three. Staffing was the same on Monday morning as it was on Saturday afternoon, but worker pace remained fairly constant regardless of the number of customers waiting in lines.

5. Most of the manager's time is spent in the office (80%) and the rest of the time she is present in the store.

While this is a brief summary it should be enough to get you started and Good Luck, it looks like you'll need it.
Vignette R

Sally and Jeff own a bed-and-breakfast in a small tourist town. The inn originally began as a restaurant but now has fifteen rooms for overnight guests, a breakfast room, dining room, outdoor cafe, a deli, and a small gift shop. The business now hires employees as waitpersons, housekeepers, and cashiers. While the inn is always full of guests during the tourist season, rooms are no longer booked in advance and there are too many spaces for walkins. The off season business (Jan-Apr) has decreased by 20% from the past year.

Last summer the new dining room, deli, and outdoor cafe opened, along with seven new rooms and the gift shop. This year the couple plans to concentrate on refinishing the parking lot and building an outdoor gazebo. They also plan to add package deals such as weekend specials and a breakfast, dinner and lodging package. Although the business has more than doubled in size they plan to continue the present form of management.

Currently, Jeff is the main dining room chef. The dining room is open for lunch and dinner. Jeff works as the breakfast room host in the mornings. Sally does all of the scheduling, manages the daily operations, and handles the books. Jeff’s parents are also involved in the business, where Jeff’s dad handles any maintenance problems and his mother handles whatever is left over. One of the problems is that Jeff’s mother often handles jobs that are not her responsibility which often leads to confusion. While this may cause problems no one is willing to say anything to Jeff since this is the bosses’ mother we are talking about!

Sally and Jeff have called you because they sense that their business is headed for some rough roads. Many new B & Bs have opened in the area and they are beginning to feel the competition. While Sally and Jeff have come to you for help they are suspicious of performance management. Sally’s sister is a graduate student in this field and has convinced her sister and brother-in-law to be open minded and seek some help. At this point they don’t have too much to lose.

Presently Sally and Jeff admit they have been having difficulty managing the place themselves. Orders have been forgotten, purchases not made, schedule changes are not communicated, people quit and are not replaced, and the negative comments on the customer satisfaction cards (left in guest rooms or at dining room tables) have increased by 50% from last year. Although the couple is willing to admit that they are having difficulty balancing everything they are hesitant to change their current strategies. Jeff meekly states that his mother is not helping the situation but there is so much job overlap and no one is really certain of their responsibilities.

Dealing with family interactions can make a case like this a headache but small business is the wave of the future so maybe you can use this case to make an impact. What do you think?
Marietta’s small metal-processing company is requesting your services to assist in the implementation of a Statistical Process Control (SPC) quality program in a small machine shop. The company has already attempted to implement SPC on their own, but no one in the company had any prior experience with this type of management. The company (really, Marietta) really likes Deming’s philosophy and was excited to implement his philosophy in her machine shop. Marietta was intrigued with the concept of exceeding customer expectations rather than just meeting customer expectations. The whole management system sounded so easy, made so much sense, but the implementation has been a nightmare!!!

The main reason for Marietta’s interest in a new management style was due to the lack of quality metal parts that her employees produced. In the past she paid her employees by the part produced. She was quite proud of this idea because she had always been against paying people by the hour. "I’d rather pay people for what they do rather than for punching a clock. If I pay them by the hour, then I’m really paying them to be here (in the shop) but not for what they do." Initially, Marietta’s plan worked well. The number of parts had increased and there had been no problem meeting orders.

"Unfortunately, I failed to take quality into consideration. I got an increase in parts made but I also got an increase in poor quality parts that were returned or had to be reworked before they left the shop. I can’t believe that I have to specify that I want an increase in error free parts. I assumed that the workers would already know that."

Marietta tells you that the main goal of her company is to put out quality parts (parts without errors and that can be used right away without correction) at a competitive price and that can be delivered on or better yet before the promised arrival date at another company. This is what she would like to get across to the employees and would like us to help her be sure that she does that.

The other actions Marietta would like to take include: a) sending any imperfect parts back to the maker so he/she can fix them, b) paying employees based on the number of usable parts they produce, c) color coding part stamps so they can be tracked to the worker who made them, d) teaching the employees to differentiate between outputs and behavior, and e) providing training in SPC to all who work in the company so that all the people on the payroll have the same philosophy when working at the company.

The machines which make parts have already been inspected and are in perfect working order. The workers have all the equipment they need in order to make parts correctly and there is little competition with other workers because each worker will be paid according to his or her contribution. No matter how many parts another employee produces each employee is paid by the number he/she produces correctly. Marietta states she has done all she can do on her end and asks that you help her. Please?
Vignette T

The Big C auto company has called you and asked you to help them before they drown!! Right now their biggest competitors are Japanese auto makers, but presently competition is the least of their worries. The main concern here is staying afloat and avoiding buy out by another automaker. It has been rumored that the Big C is on its way out and is one more US automaker that will bite the dust. It is really sad that US companies are no longer competitive with those outside this country since the US was once the auto capital of the world. Detroit, Michigan is known as the Motor City - but soon the only motor vehicles here will be police cars.

"The main problem", as the CEO of the Big C tells you, "is that the company has to hire US employees. US workers are the most expensive and the laziest people on earth. It takes two US employees to produce the same output as one German worker. It takes three US employees to provide the same output as one Japanese worker. Everyone knows that one way to fail in business is to open a factory in the US. If only they could move all of their plants outside of this country, then maybe they would have a competitive edge. Maybe they could buy some vacated plants in Mexico or Puerto Rico, recondition them, and hire the locals to work in the factories. All administrative jobs would be brought in from the States, of course." "In fact", (the CEO continues to "think" out loud) "if they moved to Puerto Rico they could still stamp "Made in the USA" on the cars - for technically Puerto Rico is part of America."

The CEO now decides to include you in on his conversation, "Anyway, basically we want to hire you so we can show everyone that we've done everything we can to keep the business in operation AND to keep the factories in the US. If these people aren't going to work then they better get used to having their jobs disappear. I certainly don't expect anything less from myself! There is no hope if we have to stay in this country with these deadbeats!! What most of these people need is a good kick in the ass. That would get them going. Forty years ago we would have just fired them but now with all the unions and contracts and so forth you have to have just cause. Well I think being lazy and a deadbeat is just cause to fire someone. don't you? Once you start being nice to these people they start taking advantage of you. Why some of the board members want us to ask employees for their ideas on how the company should be run. Like they'd have any ideas worth listening to."

You are just about to say that this project may be too much for you at this time when the CEO jumps in, "We'll pay you whatever you ask. You've got some real fans on the board, not that I'm impressed mind you, I'm not sure I can have much respect for anyone who is going to advocate teams to run an organization. What you need to do is get in there and get people to do what they're supposed to do - and not for more money either. Now I'm here to help you in any way I can, just don't get in my way and don't bug me. OK?"
Appendix E

Subject Satisfaction and Debriefing Questionnaire
Satisfaction and Debriefing Questionnaire - Psychology 398

Please provide brief answers to the following questions:

1. What did you find most positive about the study?

2. What did you find most negative about the study?

3. On a scale of 1 - 3, were the training sessions too short, too long, or just right? 
   1=too short, 2=just right, 3=too long
   Number:
   Comment:

4. Were the expectations clear and reasonable? Yes or No
   Why or why not?

5. What rules did you use to analyze the first set of vignettes?

6. What rules did you use to analyze the second set of vignettes?

7. Did the training help you analyze the vignettes? Yes or No
   If so, how?

Please write any other comments or issues you would like me to know, below or on the back of this form. Thanks for your participation!!!
Appendix F

Pre-test Instructions
Instructions for Vignette Analysis - Set #1

Here are your pre-test instructions. You have received a packet of 12 pages. Pages 1 & 2 cover the instructions for rating the quality of critical information presented in organizational case vignettes and the following ten pages contain one vignette per page. In the upper left hand corner of each vignette, you will notice a number. This number will be the number in which all your future responses will be identified.

Please rate the quality of the vignettes according to the adequacy of the information presented. For purposes of this research, imagine you are a consultant who specializes in organizational behavior management (I know you are not really a consultant, so don’t worry about how much you know about consulting, just respond as you think a consultant should). It is your job to determine what the major problems are in a given organization (as depicted in each vignette) and to briefly describe how you came to that decision.

In your opinion, does the vignette provide a high quality of information which would allow you to identify an organizational problem? If so, the vignette would be given a rating of 1. Does the vignette almost fail to provide any information that would allow to identify an organizational problem? If so, that vignette would be given a rating of 5. Please rate the vignettes as to the amount of critical information presented in each using the following scale:

1 = 80-100% of the information presented is critical,
2 = 60-80% of the information presented is critical,
3 = 40-60% of the information presented is critical,
4 = 20-40% of the information presented is critical, and
5 = 0-20% of the information presented is critical.

Place the number value to the rating you have given on the back of the vignette under the section identified as "Rating."

Please print your responses to the following statements or questions in the areas designated on the back of each vignette:

1. Rating as described above.
2. Section #2 is "Problems Identified." Please briefly describe the problem or problems as you see them. Please list the problems in order of priority, with the most pressing problem first and the least pressing problem last.
3. Under section #3, "Rational", briefly state your rational for the problems you identified. Why did you pick the problems you did? What information in the vignette led you to this (these) conclusions?
4. The last section is titled "Questions." In this area please answer the following question: "If you could contact the management of this organization and ask any questions you chose, what would you ask?" If you would ask more than one question, please list them in order of priority, with the most important first and the least important last.

Once you have responded to all sections on the back of the vignette, turn it over and go on to the next one. PLEASE analyze the vignettes in sequence. DO
NOT return to past vignettes and change your responses after reading others! Once you have completed the responses to all of the vignettes, be sure that your identifier number is on each page, and hand the entire packet in to the instructor.

If you have any question please ask the instructor for assistance. Please do not ask the instructor how to analyze and rate the vignettes. There are no right or wrong answers here. What I want is your opinion! Thank-you for completing the analysis of these vignettes. Once you are done with this you have completed phase #1 of the project!
Appendix G

Post-test Instructions
Instructions for Vignette Analysis - Set #2

Here are your instructions. You have received a packet of 11 pages. Pages 1 & 2 cover the instructions for rating the quality of critical information presented in organizational case vignettes and the following ten pages contain one vignette per page. In the upper left hand corner of each vignette, you will notice a number. This number should correspond to the number you had when analyzing your first set of vignettes.

Please rate the quality of the vignettes in the same manner as you did for the first set of vignettes, according to the adequacy of the information presented. This time I would like you to analyze the vignettes using some of the material you were given in your management training sessions. Think about some of the principles you were taught and see if you can analyze the vignettes using them. Once again, imagine you are a consultant who specializes in organizational behavior management (I know you are not really a consultant respond as you think a consultant should based on your training sessions). Use as much or as little of the training information that you can remember. It is your job to determine what the major problems are in a given organization (as depicted in each vignette) and to briefly describe how you came to that decision.

In your opinion, does the vignette provide a high quality of information which would allow you to identify an organizational problem? If so, the vignette would be given a rating of 1. Does the vignette almost fail to provide any information that would allow to identify an organizational problem? If so, that vignette would be given a rating of 5. Please rate the vignettes as to the amount of critical information presented in each using the following scale:

1 = 80-100% of the information presented is critical,
2 = 60-80% of the information presented is critical,
3 = 40-60% of the information presented is critical,
4 = 20-40% of the information presented is critical, and
5 = 0-20% of the information presented is critical.

Place the number value to the rating you have given on the back of the vignette under the section identified as "Rating".

Please print your responses to the following statements or questions in the areas designated on the back of each vignette:

1. Rating as described above. **Please be sure you give every vignette a numerical rating!!!**
2. Section #2 is "Problems Identified". Please briefly describe the problem or problems as you see them. Please list the problems in order of priority, with the most pressing problem first and the least pressing problem last.
3. Under section #3, "Rational", briefly state your rational for the problems you identified. Why did you pick the problems you did? What information in the vignette led you to this (these) conclusions? **Please be sure you describe what you mean by rational. While this takes time, please write this out on the back of your vignette!!!**
4. The last section is titled "Questions". In this area please answer the following question: "If you could contact the management of this organization and ask any questions you chose, what would you ask?" If you would ask more than one question, please list them in order of priority, with the most important first and the least important last.

Once you have responded to all sections on the back of the vignette, turn it over and go on to the next one. PLEASE analyze the vignettes in sequence. DO NOT return to past vignettes and change your responses after reading others! Once you have completed the responses to all of the vignettes, be sure that your identifier number is on each page, and hand the entire packet in to the instructor.

If you have any question please ask the instructor for assistance. Please do not ask the instructor how to analyze and rate the vignettes. What I want you to do is use the material you were presented in training to help you analyze the vignettes. Try to think of some of the concepts you were taught and apply them to your analysis of the vignettes.

Thank-you for completing the analysis of these vignettes. Once you are done with this and have completed the social validity questionnaire, you are done with the project. You can pick up your management training certificates in room 272A or 350 (Al Poling's Pharmacology Lab) Wood Hall after April 18, 1994. I will leave a sign outside of 272A so you will know when and where you can pick these up. Also be sure to leave your address with me before you leave in case you don't get your certificate. Thanks so much for your participation and help in completion of my dissertation. Good luck to you!!!

Jane E. DeVries, MA (almost PhD! - thanks to you !!)
BIBLIOGRAPHY


